

# HEART

HIGH-QUALITY TECHNICAL ASSISTANCE FOR RESULTS



Ministry of Primary and Secondary Education  
(MoPSE)

Catch-up and Blended Learning Programme

Plan for Orientation and Support of School Heads

The Open University

## 1. Introduction

This is a brief guide for District School Inspectors and School Inspectors on running orientation workshops for school heads and on providing ongoing support and monitoring.

### 1.1 Who will use the plans?

This *Plan for school head orientation and support* is for District School Inspectorate teams preparing school heads to lead the catch-up and blended learning programme in their schools.

A separate document, '*Plan for teacher development and support*', is for school heads who—having completed this orientation—will lead teacher development within their schools.

District inspectorate teams will need to be familiar with both plans. In addition to facilitating the workshops for school heads, they will also need to share and discuss the *Plan for teacher development and support* with heads, and guide and monitor its implementation by heads.

### 1.2 Key principles of the training

#### **The content of the training is in the guides and learning materials**

This is different to some training approaches. MoPSE is putting self-contained resources directly into the hands of everyone who needs them—so that everyone gets the same messages and resources. The resources include guides for school heads, teachers, and community learning champions, and student learning materials for use in and out of school.

As inspectors your role is to introduce school heads to these guides and learning materials and help them get ready to use them with their teachers and communities. Back in their schools, school heads will introduce teachers to the *Teacher Guides*, Community Learning Champions to the *Community Learning Champion's Guide*, and everyone to the student learning materials.

The plans for *school head orientation* and for *teacher development* are based on reading and discussing specific sections of the guides and looking into the classroom learning materials. The plans will help school heads and teachers understand how to use the guides and learning materials independently in schools. The plans provide general outlines for suggested activities. Facilitators of the sessions can lead the reading and discussion activities in different ways according to individual circumstances. No other additional materials are required apart from the resources mentioned in these plans. The purpose of the training is that all participants will be able to understand the materials and to understand their own role in delivering them.

#### **A School-based approach**

Training and support for the catch-up programme will happen mostly in schools. Teachers will come together for regular teacher professional development (TPD) sessions in their school—using the guides and materials. Teachers will gradually work through the new activities together and introduce them week-by-week into their lessons with learners.

Teachers will work together as a team, regularly meeting to discuss the materials and reflecting on their experiences of using the activities with learners. School heads and teachers will address challenges together, gradually strengthening the teaching and learning of foundational literacy and numeracy across the school.

## 2. Suggested Plan for Orientation Workshop for School Heads

<b>CATCH-UP and BLENDED LEARNING: SCHOOL HEADS' ORIENTATION WORKSHOPS</b>	
<b>Implementation level</b>	District level
<b>Participants</b>	School Heads (separate groups for Primary and Secondary).  You may wish to make further sub-groups, for example by cluster or level of experience.
<b>Duration</b>	1 day
<b>Facilitators/ resource persons</b>	Workshops will be facilitated by MOPSE district inspectorate teams – district school inspectors and school inspectors.  Also think about how you can include resource persons with experience in literacy and numeracy, for example PLAP, ERI, and other initiatives.
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To give orientation to heads and prepare them for their role in establishing catch-up and blended learning in their schools,</li> <li>• To introduce the school heads to the learning and teaching resources that form the basis of the programme</li> </ul>
<b>Objectives</b>	<p>For school heads to:</p> <ol style="list-style-type: none"> <li>1. Be aware of the aims and principles of the catch-up programme</li> <li>2. Be familiar with the School Heads Guide and how to use it in leading the catch-up programme</li> <li>3. Be familiar with the Teacher's Guides, CLC Guide and other learning materials</li> <li>4. Be aware of the approach to learning foundational literacy and numeracy skills promoted by the resources</li> <li>5. Understand their different roles in leading the catch-up programme in their schools and communities, (including diagnostic assessment and on-going support)</li> <li>6. Have an action plan for introducing the catch-up programme and ensuring teacher development to support it in their own school</li> </ol>

Item	Suggested Activities	Timing	Resources
<p><b>1. What is the catch-up programme?</b></p> <p>08.30 – 09.50</p>	<p><b>1.1 Welcome and introductions:</b> presentation of aims and plan for the one-day training</p> <p><b>1.2 Reading and discussion</b></p> <p>Read the following parts of School Head’s Guide, Section 1:</p> <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Why is the Catch-up and blended learning programme needed?</li> <li>• What is the programme?</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• What is the situation like in your school?</li> <li>• How many of your learners need help with literacy and numeracy, so they can catch up with the curriculum?</li> </ul> <p><b>1.3 Overview of the whole resource package</b></p> <p>Read School Head’s Guide: List of resources (Section 5: pages 20-24)</p> <p>Introduce the heads to the different guides and learning materials they are going to receive. Allow some time for heads to skim read.</p>	<p>25 minutes</p> <p>30 minutes</p> <p>20 minutes</p>	<ul style="list-style-type: none"> <li>• School Head’s Guide</li> <li>• Teacher’s guides</li> <li>• Community Learning Champion’s Guide</li> <li>• Reading cards</li> <li>• Numeracy cards</li> </ul>
<p>09.50 - 10.15</p>	<p><b>BREAK</b></p>		
<p><b>2. What will Teachers do?</b></p> <p>10.15 – 12.00</p>	<p>Reading and discussion to ensure that school heads understand the specific roles of teachers and the classroom activities as described in the teacher’s guides.</p> <p>There are key messages provided for each section of this session: use these to help focus the discussion and to make sure that participants understand these points.</p> <p>It will be helpful to demonstrate some of the activities from the ‘lessons’ section – prepare and practice these before the workshop!</p> <p><b>2.1 Foundation literacy and numeracy skills</b></p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• Primary Teacher’s Guide, Or</li> <li>• Secondary English Teacher’s Guide, &amp;</li> <li>• Secondary Mathematics Teacher’s Guide</li> </ul>



	<ul style="list-style-type: none"> <li>• Secondary English: pages 1-2; 6 -14</li> <li>• Secondary Numeracy: pages 1-2; 8-9</li> </ul> <p>See School Head’s Guide section 2.2 pages 4-5 for guidance on discussing the tool with the school heads.</p> <p>If possible, demonstrate how to use part of the tool.</p> <p>During the discussion make sure everyone understands the following key messages</p> <ul style="list-style-type: none"> <li>• The diagnostic tool is a valuable resource for school heads and teachers in planning catch-up lessons.</li> <li>• Teachers can use it to help decide if learners are ready to try the more advanced activities such as Part 2 of the literacy/English units.</li> <li>• It can be used regularly to identify gaps in learners’ skills and to follow their progress.</li> </ul> <p><b>2.4 Reading cards and Numeracy cards</b></p> <p>Read and discuss a few different cards individually or in small groups.</p> <p>See School Head’s Guide section 3.2 pages 14 – 16 for information about the cards.</p> <p>During the discussion make sure everyone understands the following <b>key messages:</b></p> <ul style="list-style-type: none"> <li>• The cards can be used to provide more practice in specific skills where learners have gaps.</li> <li>• Learners can work with the cards outside lesson time, including in their own homes</li> </ul>	20 minutes	
12.00 – 13.00	<b>LUNCH BREAK</b>		
3. <b>What will the School Heads do?</b>  13.00 – 14.30	<p><b>3.1 The school head’s role in promoting catch-up learning in the school:</b></p> <p>The School Head’s Guide sets out seven key roles that school heads are being asked to perform in the delivery of catch-up and blended learning. This session is to familiarise school heads with the sections of the School Head’s Guide that provide guidance on performing these roles.</p> <p>School heads should read and discuss each sub-section as noted below. This can be done in several different way: however, in each case the discussion needs to focus on clarifying</p>	90 minutes	<ul style="list-style-type: none"> <li>• School Head’s Guide (SHG) Sections 2, 3, 4</li> <li>• Community Learning</li> </ul>

	<p>understanding of the various roles. You can also ask the school heads to start thinking about their first steps to carry out each role in their own schools.</p> <p><b>Sections of the guide to be read and discussed:</b></p> <ul style="list-style-type: none"> <li>• SHG 2.1 Introducing catch-up and blended learning in the school: <b>2.1: pages 3-4</b></li> <li>• SHG 2.3 Helping teachers identify which learners and which classes need help with foundation skills: <b>2.2: page 4-5</b></li> <li>• SHG 2.3 Making sufficient time for literacy and numeracy skills in schools: <b>2.3 pages 6-7</b></li> <li>• SHG 2.4 Supporting and monitoring catch-up and blended learning: leading teacher development in your school: <b>2.4 pages 8-12</b></li> </ul> <p>For the following three sections it may also be useful to refer to the Community Learning Champion’s Guide”</p> <ul style="list-style-type: none"> <li>• SHG 3.1 Engaging communities and caregivers in catch-up and blended learning: <b>3.1 p12 -13</b></li> <li>• SHG 3.2 Ensuring access to materials for learning at home and in communities: <b>3.2 pages 14 - 16</b></li> <li>• SHG 4. Recruiting and supporting community learning champion: <b>4 pages 16 -19</b></li> </ul>		Champion’s Guide
14.30 – 14.50	<b>BREAK</b>		
<p>4. <b>What next?</b></p> <p>14.50 – 16.20</p>	<p>Planning to introduce catch-up and blended learning in the school</p> <p><b>4.1 Action Planning</b></p> <p>Ask the school heads to discuss and make a note of practical actions they will need to take to do the following:</p> <ol style="list-style-type: none"> <li>1. How they will introduce the catch-up programme and materials to teachers in their own schools</li> <li>2. How they will introduce catch-up learning into the community</li> <li>3. How they will recruit community learning champions</li> </ol> <p>If there is time, ask them to share the first three steps they will take once they return to their schools.</p>	30 minutes	<ul style="list-style-type: none"> <li>• School Head’s Guide: 2.1: pages 3 – 4; 2.3: pages 6 - 7</li> </ul>



## 3. Strategy for On-going support to School Heads

For discussion by province and district level MOPSE officers

### 3.1 Aim

To provide support to school heads on an on-going basis beyond the initial orientation workshop, to ensure continuity of catch-up and blended learning in schools.

### 3.2 Objectives

- To ensure School Heads have on-going access to professional expertise and support about foundational literacy and numeracy
- To promote “communities of practice” among School Heads to provide peer support for leading the catch-up programme in their schools

### 3.3 Possible activities at district level

- **Follow-up meetings at cluster or district level:** this would give opportunities for peer support among school heads: sharing experience, ideas for addressing challenges, adapting resources, revisiting the resources, including the School Head’s guide as a source of support
- **Establish an online forum, such as WhatsApp groups, for school heads:** this would provide a flexible and sustainable forum for peer support and collaboration
- **“Partner schools”:** schools that already have well-developed expertise in literacy and numeracy amongst the staff (for example through ERI, PLAP) might be able to support teachers in a nearby school.

### 3.4 Questions for discussion by District School Inspectorate teams

- 1 Are the ideas suggested in 3.3 above feasible in the district?
- 2 What other activities are possible: for example, are there other ways to give school heads access to the expertise on offer from PLAP, ERI and cluster resource persons to advise them on catch-up?
- 3 What steps need to be taken to establish these activities?