

5. 英国支援のもとに作成されたTACチューターのためのハンドブック

**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

HANDBOOK FOR TAC TUTORS



THE TAC TUTOR

**A GUIDE TO THE ROLE OF THE TUTOR,
TRAINING TECHNIQUES, MANAGEMENT,
AND DEVELOPMENT OF THE TEACHERS'
ADVISORY CENTRE**

Foreword

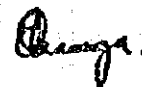
from the Chief Inspector of Schools

If our education system is going to progress, our primary school teachers will always need guidance and support from Teachers' Advisory Centres.

SPRED courses have been held for District TAC Tutors and Deputy District Schools Inspectors (Primary) on the Management and Development of Teacher Advisory Centres. In the process, resource materials have been developed for a handbook that both zonal and district TAC tutors will find essential in helping them to organise the activities of their Teachers' Advisory Centres properly.

This handbook can be used as a practical reference book for TAC Tutors and Zonal Inspectors, and also as a training manual by District TAC Tutors when running in-service courses for both new and experienced TAC Tutors.

I commend this publication to all provincial, district and zonal officers concerned with the professional development of the primary school teachers in Kenya.



**Elizabeth Masiga
Chief Inspector of Schools**

ACKNOWLEDGEMENTS

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Artwork by Leon D. Davies and Peter Kinyua Kamunyū

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INTRODUCTION

The aim of this guide is to help you, the TAC Tutor, to understand your job and perform your various roles successfully. A really effective TAC Tutor needs to develop a large range of skills to increase his or her impact on the educational progress of the schools in the zone or district. It is not so much the Teachers' Advisory Centre but **who runs that centre** that is important. It is the relationships that the TAC Tutor develops with members of the educational community and the general public that will determine the success of the job.

The most useful relationships that you can develop are actually in the schools, with pupils, teachers and headteachers. A TAC Tutor who spends most of the time in an office cannot be effective. Even in-service courses in themselves do not have impact if the TAC Tutor does not follow up in the classroom. Another relationship that is crucial is the **teamwork** between you and the inspector for your zone or district. Your roles are complementary, and the support you give each other in planning work programmes and visiting schools will have impact on educational progress. Finally, you need to understand the importance of keeping in touch with the general public, whether parents or local leaders, to ensure that financial and moral support for their children's education is forthcoming.

Equally important, is how you as a TAC Tutor actually *manage* your Centre and its activities, regardless of the facilities and resources available. Teachers' Advisory Centres vary enormously around the country. Some are large purpose-built structures, and others may be tiny offices shared with inspectors. Some have very limited resources while others have substantial libraries, equipment and stationery. Whatever your circumstances, it is how efficiently you plan and organise your centre that counts.

HOW TO USE THIS HANDBOOK

This handbook is written around an imaginary zonal TAC Tutor, Mrs. Taki, and describes how she carries out her various roles, and her professional relationships, with Mr. Insipekita, the inspector in the same zone, and her other colleagues.

At one level, this guide can simply be used as a reference book for all TAC Tutors to enable them to carry out their job more effectively. However, it can also be used as a training handbook by District TAC Tutors and others, while inducting or up-dating their TAC Tutors. For both uses, there are a number of questions and tasks for TAC Tutors to consider, and these appear under the heading : **TAC TUTOR WORKSHEET** in a shaded box like this :

TAC TUTOR WORKSHEET A1

It is hoped, therefore, that this handbook will assist TAC Tutors to identify their goals and plan to achieve them for the benefit of the schools and community in their areas.

SECTION ONE
THE ROLE OF THE TAC TUTOR

- A. JOB DESCRIPTION OF A TAC TUTOR**

- B. TAC ADMINISTRATION**

- C. ESTABLISHING PROFESSIONAL
 CONTACTS**

- D. THE ROLE OF THE DISTRICT TAC TUTOR**

- E. PLANNING THE WORK PROGRAMME**

- F. WRITING REPORTS**

A. JOB DESCRIPTION OF A TAC TUTOR

1. INTRODUCING MRS. TAKI



MRS. TAKI

Mrs. Taki worked as a teacher in various primary schools for five years, then became a deputy headteacher and then a successful headteacher for 4 years. She applied for the post of TAC Tutor in her zone when it fell vacant and has now been working in Kimbuni zone for 3 years.

She is based at St. Patrick's Primary School, in an unused large classroom which she has converted into a small office, library/store and meeting room. It has the advantage of being separate from the main school so there is not too much noise during meetings. Another advantage is that the Kimbuni Zonal Education office is also situated on the same school compound, so she is in close contact with Mr. Insipekita, the Inspector for Kimbuni zone.

Mr. Insipekita has been based in Kimbuni Zone for 5 years. He has undergone training in the role of TAC Tutor, and therefore understands the job, and how it relates to the role of the Inspector. When Mrs. Taki first arrived, he took her around the 12 primary schools, and two secondary schools in the zone. She met the headteachers, teachers and pupils and so became familiar with Kimbuni Zone very quickly. In addition, Mr. Insipekita gave her access to files, records and statistics of the zone so she could form a complete picture of educational development in Kimbuni.



MR. INSPEKITA

2. UNDERSTANDING THE ROLE OF THE TAC TUTOR

Mrs. Taki was keen to find out exactly what her job involved. Apart from the useful information and advice given her by Mr. Insipekita, she decided to visit the District Teachers' Advisory Centre, and receive proper induction from the District TAC Tutor. She was given a copy of the Ministry of Education Policy Document on Teachers' Advisory Centres which contains useful guidelines on TAC Tutors' Terms of Reference, the Functions of TACs, their Organisation and Management, and the relationship between TAC Tutors and Inspectors. In particular, she concentrated on the Terms of Reference, which are as follows:

TERMS OF REFERENCE FOR TAC TUTORS

The TAC Tutor will:

- i) Identify the training needs of headteachers and teachers in the zone or district.
- ii) organise and conduct, in conjunction with zonal /district Inspectors, in-service seminars, induction courses, and professional meetings to satisfy the needs of the teachers.

- (iii) manage the various resources and facilities of the TAC.
- (iv) collect a variety of resources including books, consumables, audio-visual aids, (e.g. KIE tapes), reprographic equipment and materials for making visual aids.
- (v) organise the above resources into a proper system.
- (vi) produce a variety of teaching aids, kits and handouts for different subjects
- (vii) produce a work programme for TAC activities and comprehensive reports on a regular basis.
- (viii) liaise closely with zonal and district inspectors on specific problems of teachers that require follow-up.
- (ix) liaise closely with teachers, headteachers, PTC Tutors, and the TAC Management Committee in providing support services.
- (x) visit schools, observe teaching techniques, give demonstration lessons and advise teachers on methods and resources needed for schools.
- (xi) assist in the setting up and organisation of subject panels, and examination /assessment procedures in schools at zonal and district level.
- (xii) provide professional guidance and counselling to teachers, and disseminate information on examinations, curriculum, textbook selection, and training.
- (xiii) keep good financial and administrative records for the TAC. In particular, the following records must be kept :
 - a) reports on TAC activities, including courses
 - b) files on schools, subjects and correspondence
 - c) minutes of all meetings
 - d) statistics and maps of the zone/district
 - e) records of receipts and expenditure
 - f) complete records of all resources in the TAC
 - g) record of any loans of books or equipment to schools
 - h) documented development plan for the TAC
- (xiv) keep in touch with classroom practice by teaching areas of the syllabus in the nearest school.
- (xv) sensitize headteachers, teachers, and the community as a whole on the work of the TAC.
- (xvi) seek assistance in terms of funding from various donors and invite a variety of outside institutions (KNEC, KIE; health and social services) to give talks to teachers, or organise trips for teachers to a variety of educational venues.

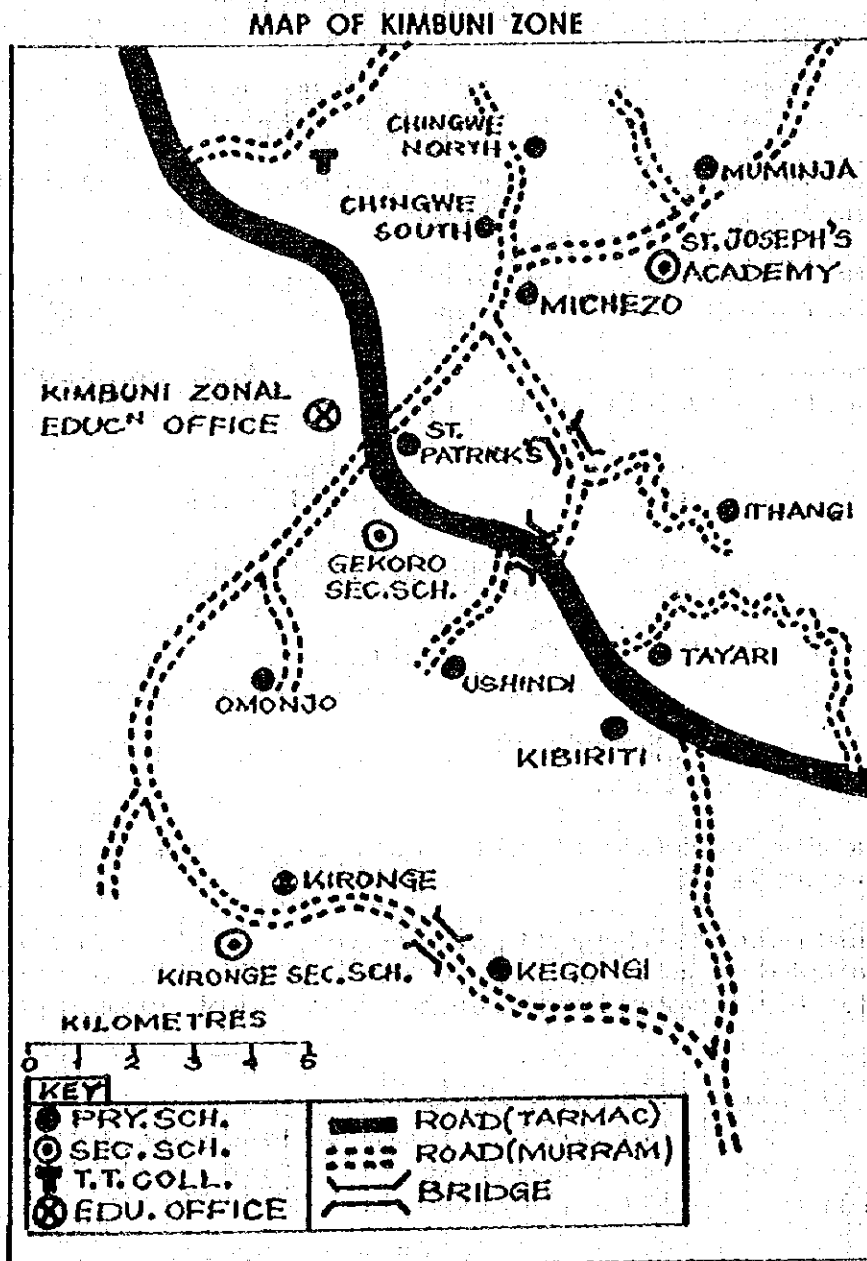
Mrs. Taki realised that the TAC Tutors' job requires a wide range of skills, and in particular needs good organisation. The first task was to make sure that the small office she had taken over had the necessary information and records to ensure that she had an overall knowledge of the zone at her fingertips.

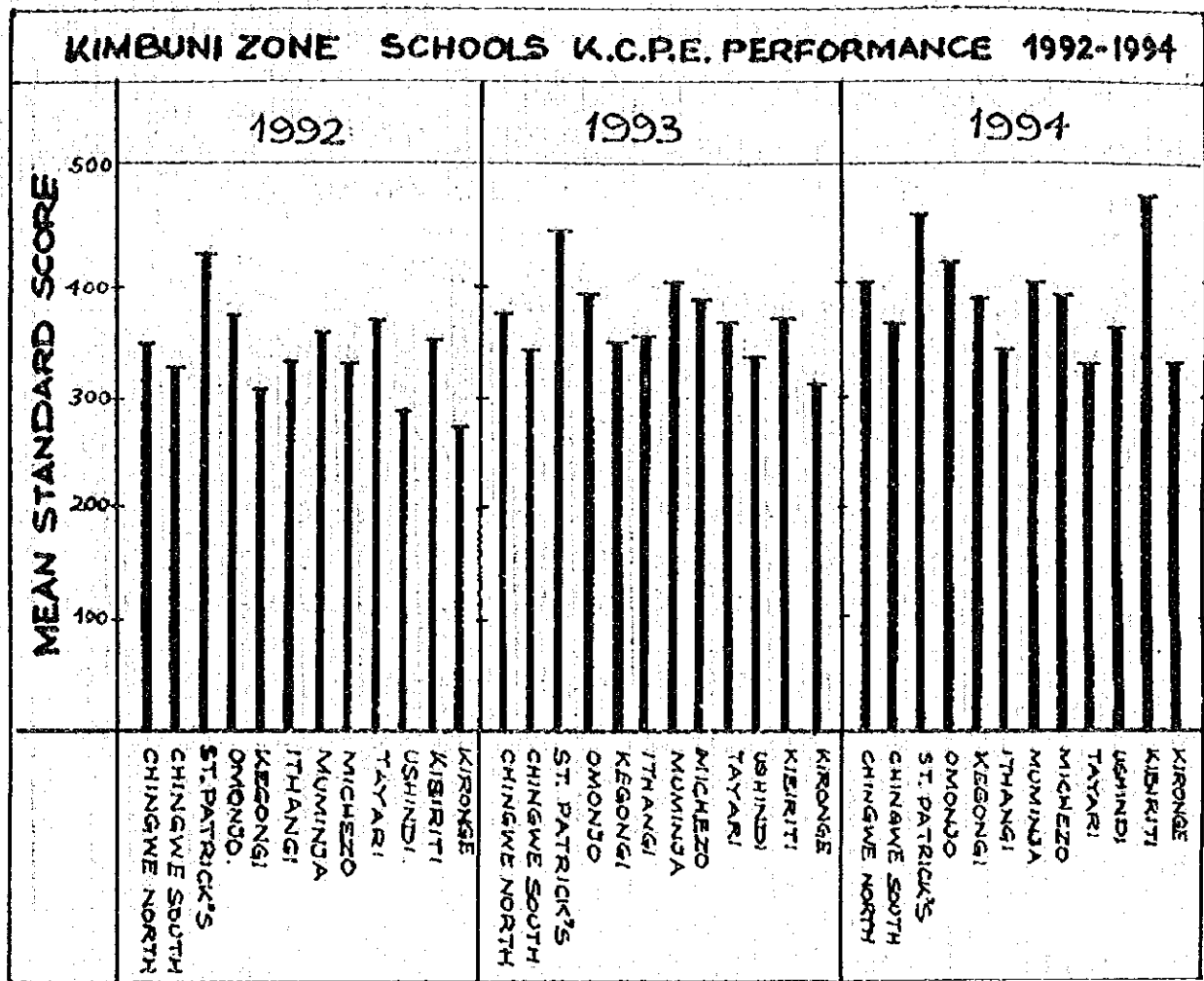
B. TAC ADMINISTRATION

1. INFORMATION CHARTS AND MAP

If you walk into Mrs. Taki's office in St. Patrick's Primary School, the first thing you notice are the well-designed charts and maps on the wall above her desk. At a glance the visitor can find the following :

- a) List of Primary and Secondary Schools in the Zone
- b) Pupil Enrolment by Sex for each Standard
- c) Teachers' Establishment by Sex for each school
- d) KCPE Performance Graph/Bar Chart for each school
- e) Record of Visits to each school in the zone
- f) Record of Courses held or projected
- g) Administrative Chart (relationships with other officers)
- h) Map of the Zone (and possibly District)





KIMBUNI ZONE SCHOOL VISITS (1994)

	JAN.	FEB.	MAR.	MAY.	JUN.	JUL.	SEP.	OCT.	NOV.
CHINGWE NORTH	✓	✓✓	-	✓✓	✓	✓✓			
CHINGWE SOUTH	✓	-	✓	✓	-	✓			
ST. PATRICK'S	✓✓	✓	✓✓	✓	✓	-			
OMONJO	✓	-	-	✓	✓	✓			
KEGONGI	✓	✓✓	✓	-	-	✓			
ITHANGI	✓✓	✓	✓	✓	-	✓			
MUMINJA	✓	-	✓	-	-	✓			
MICHEZO	✓	✓	✓	✓	-	✓			
TAYARI	✓✓	✓	✓	✓✓	✓	✓			
USHINDI	✓	✓	✓	-	✓	-			
KIBIRITI	✓	-	-	✓	✓	-			
KIRONGE	-	✓	-	✓	✓	-			

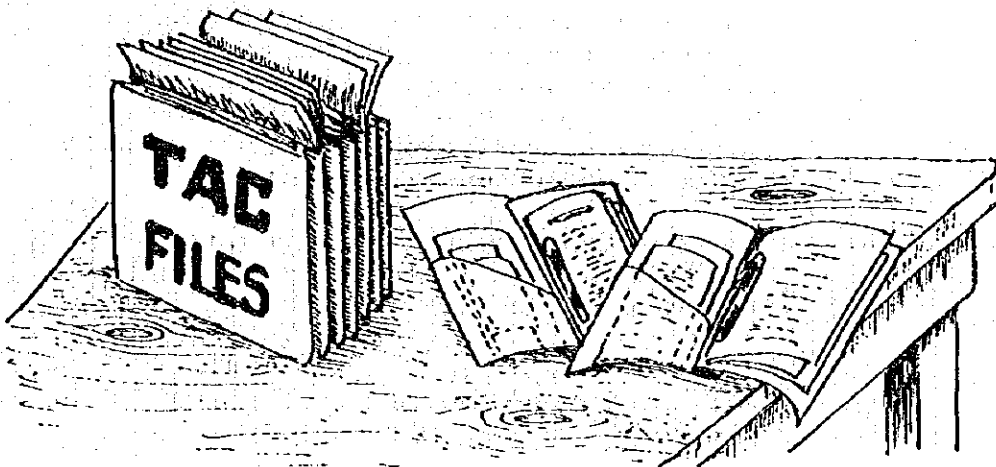
KIMBUNI ZONE - COURSES - 1994			
MONTH	TYPE OF COURSE	TARGET GROUP	NO. OF PARTICIPANTS
JANUARY	MATHS - STDS. 1-3	LOWER PRIMARY TEACHERS	59
	ENGLISH-STDS. 1-3	" " "	62
FEBRUARY	SCIENCE - STD 4	STD. 4 SCIENCE TEACHERS	43
	HEAD TEACHERS/DEPUTY HEADS AWARENESS MEETING	DEPUTY AND HEADTEACHERS - PLY. SCHOOLS	22
MARCH	STD. 5 G.H.C.	STD. 5 G.H.C. TEACHERS	36
	STDS. 5 AND 6 H/SC.	STDS. 5 AND 6 H/SC. TEACHERS	48
MAY	STDS. 6-8 ENGLISH	STDS. 6-8 ENGLISH TEACHERS	78
	STDS. 6-8 MATHS.	STDS. 6-8 MATHS. TEACHERS	74
JUNE	STDS. 1 AND 2 KISWAHILI	STDS. 1 AND 2 TEACHERS	30
	STDS. 1-3 G.H.C.	LOWER PRY. TEACHERS	46
JULY	STDS. 4 AND 5 ART/CRAFT	STDS. 4 AND 5 ART/CRA TEACHERS	37
SEPTEMBER	STDS. 4-8 AWARENESS MEETING.	STDS. 4-8 TEACHERS (INCLUDING HEAD TEACHERS)	260
OCTOBER			
NOVEMBER			

2. FILES AND RECORDS

On the right of Mrs. Taki's desk is an old cupboard. In this she keeps all the files and records she needs in the TAC. On the door of the cupboard, she has pinned a list of all the files in the cupboard, with the follo numbers allocated to each file, and the subject matter in each file. The files she keeps include the following :

1. **General Correspondence** : This file includes incoming letters, the TAC Tutor's replies and replies, and various circulars.
2. **School Files:** Each of the schools in the zone has a file which contains details of staff, pupil enrolment, number of classrooms, furniture, equipment. It also contains reports of the TAC Tutors' visits to the school, and the teachers she advised. All correspondence between the school and the TAC Tutor is contained in this file.
3. **Subject Panel Files** : Each subject has its own file in which minutes of zonal subject panel meetings are kept, along with recommendations and action taken. Details of the membership of each subject panel should be included. They also contain correspondence and minutes of meetings from subject panels in each school. Notes on the subjects themselves are also kept in this file.
4. **Seminars/ Workshops file** : This contains reports on the in-service courses that have been organised, and notes on the ones that are planned. The reports also include lists of teachers that attended the courses, and the trainers. All correspondence about workshops goes in this file.

- 5. Evaluation : Tests/KCPE File** : This file contains sample papers, and results of various evaluation tests, plus details of K.C.P.E. performances for each school in the zone over the last few years.
- 6. Guidance & Counselling File** : Information about advice and assistance given to teachers about curriculum and other matters is kept here, for reference by the TAC Tutor whenever queries are made by teachers visiting the TAC.
- 7. Monthly Work Programmes/ Reports** : Each monthly programme made by the TAC Tutor is kept in this file. The reports, based on the work programmes, are kept in the same file, along with any correspondence relating to the reports. Copies of the work programmes and reports are forwarded to the District Education Office through the Zonal Education office. Annual reports are kept in a separate file.
- 8. TAC Management Committee** : Minutes of meetings of the TAC Management Committee including decisions, recommendations, actions taken, and future projections, are included in this file.
- 9. Handing Over/ : Taking Over File** : This is a summary of all materials and equipment in the TAC.



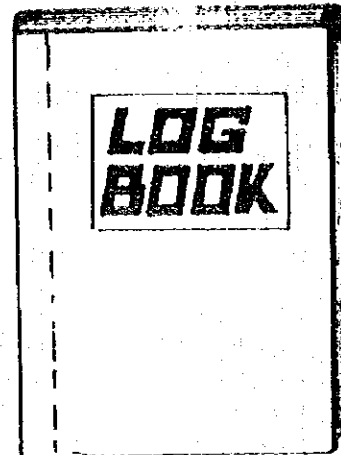
3. BOOKS AND LEDGERS

Behind Mrs. Taki's desk is a set of shelves where she keeps a number of books and ledgers that are also useful in administering the TAC. These include the following :

- 1. Visitors' Book :** This book provides a record of general visitors, apart from teachers, who call in to see the TAC Tutor.
- 2. Teachers' : Professional Visits Register** : To show how functional the TAC is, a record is kept of teachers who come to consult the TAC Tutor, and to borrow books, teaching aids, and equipment if they are available. Details in the register include : Date, Teachers' Name, TSC No., Grade, Reason for Visit, and Signature.

3. Log Book :

This book contains records of important events or occurrences of the Centre. It is a kind of diary recorded by visitors and the TAC Tutor. After some time it can give a kind of brief history of the TAC's development. Only Ministry of Education personnel are meant to fill this in.



4. Cash Book :

Occasionally, the TAC receives funds for stationery, books, travel etc. The cash book provides an accurate record of what money has been received, and how it has been spent. Any receipts involved are also kept, usually in a file.

5. Stores Ledgers :

Even though the TAC does not have a lot of equipment, these ledgers ensure there is a good record of items like paper punches, duplicating paper, staplers, furniture etc. As the TAC develops, more equipment will be received so the stores ledgers are important as long term records. They also provide a record of any equipment loaned out to teachers. There will normally be three such ledgers : a **Master Inventory** where everything that comes in is recorded at the time of receipt, a **Permanent/ Expendable** stores ledger, and a **Consumables** stores ledger.

6. Library Records :

There is an **accession register** to show the titles and quantity of books in the TAC library, and also a **register of book loans** to teachers.

Mrs. Taki tries to keep her administrative system simple, but knows that she may need to increase her files or records as the TAC develops. These files therefore form the basis for good administrative records that every TAC needs.

TAC TUTOR WORKSHEET 1 B

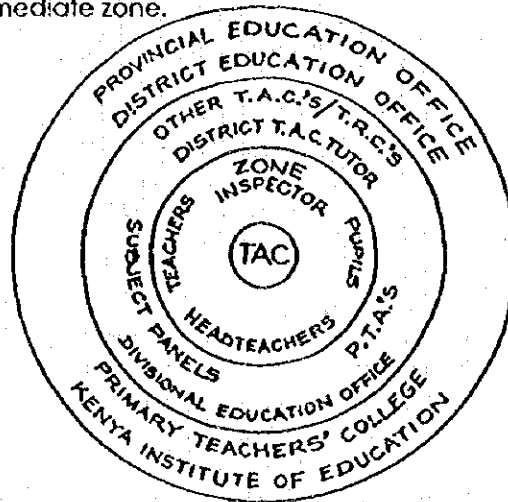
TASKS

- i) Compare the Information charts you have on the wall to the ones listed above. Identify and construct those that you feel are important for your TAC.
- ii) Check your own filing system. Is it clear and easy to follow, with folio numbers indicated, if a new TAC tutor came to take over from you? Are all the papers in your office neatly filed away or scattered over your desk?
- iii) Compare your record books with Mrs. Taki's. Are there any additional records you can think of which are not mentioned here?

C. ESTABLISHING PROFESSIONAL CONTACTS

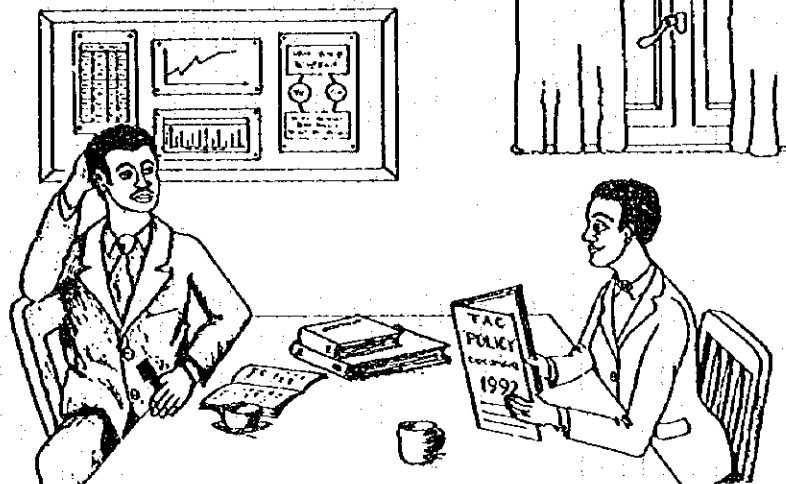
1. DECIDING ON PRIORITIES

After her initial visits to schools in the zone, accompanied by Mr. Insipekita, Mrs. Taki realised that she needed plenty of support to enable her to have some impact on the classroom and the pupils' performance. In particular, she wanted to prioritise her target groups, and decide which were the key relationships to develop first, and which ones would have to be strengthened in the future. She began by drawing a diagram to illustrate her closest contacts and those that were also important, but further away from her immediate zone.



Having identified those contacts that were immediately important, she set about establishing good professional relationships with each one.

2. INSPECTOR IN THE ZONE



Mrs. Taki had already developed a good relationship with Mr. Insipekita when he took her around the schools. From him she learned which schools were performing poorly and which were doing well, and the possible reasons for this. As well as getting information from the previous TAC Tutor's records, she was able to update it by referring to Mr. Insipekita's files and charts in his office. In order to understand her role in relation to the zonal inspector, she discussed the section of the Policy Document dealing with their respective roles with her colleague, Mr. Insipekita :

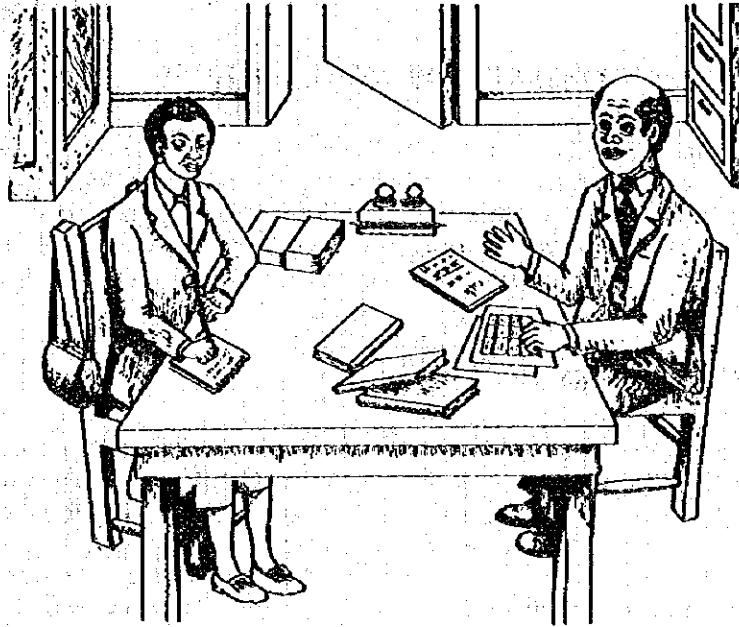
RELATIONSHIP BETWEEN TAC TUTORS AND INSPECTORS

- (1) Professionally, the TAC Tutor and Inspector are complementary and should work as a team. Although the Inspector will be in charge overall in a zone, division or district, he/she should not treat the TAC Tutor as an additional clerical officer or messenger.
- (2) The TAC Tutor and Inspector should draw up their work programmes together both to avoid duplication, and to work out areas of co-operation. Such areas include the following:
 - (i) Visiting schools together when need arises.
 - (ii) Identifying problems and informing each other. If the inspector notices an area that needs in-service training or detailed professional advice he/she should inform the TAC Tutor. Similarly if the TAC Tutor notices a problem relevant to the inspectors' duties, he/she should pass on the details.
 - (iii) Participation by the Inspector in courses organised by the TAC Tutor. The Inspector may be responsible for inviting the participants, but should also assist in the course organisation, occasionally as a course tutor, and attend the course so that both Tutor and Inspector can observe its follow-up in the field.
 - (iv) Participation in the TAC Management Committee and on all areas concerning the welfare and development of the TAC.
- (3) The inspector's main responsibility is to gauge whether the teaching and administration of the school is at the standard required by the Ministry. In so doing, he/she may assess teachers for promotion, and write reports recommending various steps that need to be taken at a particular school. He/she can also provide advice on the implementation of the curriculum where time allows. The TAC Tutor's main role is to provide professional advice and support to all teachers and headteachers where required. Instead of being involved in disciplinary procedures, he/she should be seen as a sympathetic resource person, from whom teachers can seek guidance.

Mrs. Taki and Mr. Insipekita chose to implement this policy by holding regular meetings on Wednesday mornings, and regular monthly work planning sessions. This, plus frequent exchange of information, has helped to ensure good support for schools in their zone.

3. HEADTEACHERS

Mrs. Taki realises the importance of good liaison with headteachers. After her initial visits to schools with Mr. Insipekita, she arranged her own programme so that she could discuss personally with the headteachers their problems and needs, and get their advice on what areas of the curriculum needed strengthening. She also made sure she attended any meetings of all headteachers called by inspectors, and was in turn invited to meetings of the local Headteachers' Association. Now she knows all the headteachers well, and they, in turn, often visit the TAC office for assistance.



4. TEACHERS

Mrs. Taki is familiar with many primary (and secondary) teachers in her zone, both through regular visits, and by having observed several teaching in class. She has also attended subject panels at school and zonal level. Through these contacts, and regular in-service courses, she has built up a comprehensive picture of which areas of the curriculum teachers need assistance in, and those teachers who could be useful as in-service trainers.

5. PUPILS

Mrs. Taki realises that she cannot advise teachers adequately if she is not aware of how pupils respond to different ways of learning. In order to try out certain techniques, visual aids, or other materials, she herself arranges occasionally to teach in the school in which her TAC is based - St. Patrick's School. The pupils in this school have developed a good rapport with her as a result, and she is able to get useful feedback from her classroom sessions.

6. PARENT-TEACHER ASSOCIATIONS

As part of her strategy to get to know Kimbuni Zone fully, Mrs. Taki attends as many PTA meetings as time allows to find out how well schools are being administered and what are the wishes of the community in which she lives. She also uses every opportunity to acquaint parents with the role of the TAC Tutor and how it can benefit their children. Through such meetings she has also established good links with the area chief and similar local leaders of the community.

7. DISTRICT TAC TUTOR

Since her induction, Mrs. Taki has retained close contacts with the District TAC Tutor. She writes to or visits the District TAC Tutor whenever she needs advice, information, materials, or assistance in training teachers. Similarly, the District TAC Tutor visits Mrs. Taki's zone to monitor and evaluate her work, and to find out what further support and training she needs. In some cases, more resources are provided to her through the District TAC from various organisations, donors, and institutions such as the Kenya Institute of Education.

8. DIVISIONAL AND DISTRICT EDUCATION OFFICES

Mrs. Taki also maintains good contacts with Divisional and District Education Officers by attending meetings, making necessary visits, and by copying relevant correspondence and reports to them. She, in turn, is kept informed of plans and developments at District, Provincial and National level often through the District Inspector and District TAC Tutor. This information can be passed on to teachers if it concerns them.

9. PRIMARY TEACHERS' COLLEGES

There is only one Primary Teachers' College in the district, but some time ago Mrs. Taki made contact with them through the District TAC Tutor. From time to time she visits the Primary Teachers' College for suggestions and advice from the experienced college tutors. In addition, she is able to invite one or two occasionally to assist as facilitators on her in-service courses. In turn, they often ask her to advise the student-teachers on classroom methods, and also on how the TAC can assist them in the field.



10. OTHER TACS OR TRCS

Kimbuni Zone is one of 10 zones in the District. Near Mrs. Taki there are two other zones, that come under the Divisional Education Office. Quite often, Mrs. Taki meets with her fellow TAC Tutors to discuss various issues, and when she is running on in-service course, she sometimes invites them to assist as additional course tutors, especially in areas of the curriculum which they know better than her. She in turn is often asked by the same TAC Tutors to facilitate on their zonal courses. There is also a secondary Teachers' Resource Centre (TRC) in her district, and sometimes she invites the TRC Tutor to assist her in facilitating courses or acquiring resource materials.

TAC TUTORS' WORKSHEET 1 C

TASKS

- i) Draw the same diagram as Mrs. Tald did, and identify those you need to work closest with. Pin the diagram on the wall to remind you.
- ii) What is your relationship like with your inspector? How often do you meet? Do you plan your work programmes together?
- iii) Which of the groups mentioned above do you have least contact with? Suggest some ways in which you could strengthen the contacts.
- iv) Identify which groups you feel are most important for the development of the TAC and its activities. How would you encourage them to feel more involved in your programmes?

D. THE ROLE OF THE DISTRICT TAC TUTOR

1. THE FUNCTIONS OF A DISTRICT TAC

In the district education system, the District Primary Schools Inspector (now Deputy District Schools Inspector, Primary) has been a key person in developing the skills and effectiveness of all the inspectors in the district. Apart from monitoring and evaluating the effectiveness of other inspectors, the DDSI (Primary) has always had a role in inducting new inspectors, and re-training experienced ones.

In the TAC system, there is also quite a regular turnover of TAC Tutors, and new appointments are being made from time to time. In addition, even the experienced TAC Tutors need regular up-dating on ways of expanding and improving their TAC services. The District TAC system provides an important and comparatively cheap method of improving the management of each zonal TAC in the district through in-service training, and encouragement of TAC development at all levels.

It is, of course, essential to appoint a District TAC Tutor who is experienced, is a competent trainer, and has a proven track record as a dynamic and creative zonal TAC Tutor over several years. This job requires a wide variety of skills as can be seen below :

2. THE ROLE OF THE DISTRICT TAC TUTOR

- a) To co-ordinate the activities of all zonal TAC Tutors in the district.
- b) To set up a good working model of a TAC in terms of administration, resource management, financial control, and supportive links with nearby schools.
- c) To monitor and evaluate, in conjunction with the DDSI (Primary), the performance of every zonal TAC Tutor, and quality of each zonal TAC ; and take any remedial measures appropriate to maintain good quality service by all TACs.
- d) To plan, organise and implement training programmes to develop the skills of zonal TAC Tutors/ zonal inspectors ; to induct newly appointed TAC Tutors.
- e) To promote strong links between the zonal TACs and Kenya Institute of Education, Primary Teachers Colleges, and other educational institutions.
- f) To develop local resources and course materials for dissemination to zonal TACs, and also distribute any additional resources from various donors or publishers.
- g) To organise a proper District TAC Management Committee and be the Secretary of that committee; to advise zonal TAC Tutors on the functions and composition of TAC Management Committees.
- h) To develop effective cost-sharing strategies through community mobilisation, public relations and fund-raising techniques ; and advise zonal TAC Tutors on the same strategies.

- l) To re-inforce the quality of INSET at zonal level by observing a selection of zonal courses, and also assisting as a facilitator when required.
- j) To co-ordinate District Subject Panels, organise evaluation tests, analyse examination performance at District level, and advise zonal TAC Tutors on areas that need strengthening.
- k) To maintain strong links with schools by regular visits and discussions with heads, teachers and pupils; to carry out actual classroom research and compile/analyse data in order to identify needs that should be addressed by the TACs.
- l) To develop a practical model of close teacher support in one or two schools near the District TAC; making use of key resource teachers and subject panels; pass this model on to their zonal TAC Tutors in order to encourage successful school-based teacher development.
- m) To maintain good liaison with the District Education Office, especially with the Deputy District Schools Inspector (Primary) and the District Schools Inspector.
- n) To provide training, advice and material support for primary headteachers.

3. SKILLS REQUIRED BY DISTRICT TAC TUTORS

- a) Interpersonal Skills.
- b) Advisory Skills/ Counselling Skills.
- c) Evaluation/Monitoring Skills.
- d) Trainer Training Skills.
- e) Resource Management Skills (including Library Organisation).
- f) Financial Management Skills.
- g) Public Relations and Fundraising Skills.
- h) Materials Development Skills.
- i) Research and Data Collection/Analysis Skills.
- j) Planning and Programme Management Skills.
- k) Time Management Skills.

Although the list of jobs and skills required is wide-ranging, there is no doubt that if the District TAC Tutor sets up a good working model, this can have enormous impact on the effectiveness of **all TACS** in his/her district. In turn, this can also have tremendous influence on the quality and performance of primary schools in the whole district.

4. MONITORING AND EVALUATING TAC DEVELOPMENT

It is very important that both the DDSI (Primary) and the District TAC Tutor form a **strong partnership**, in which they plan work programmes and make training projections together as a **team**.

One of their key tasks is **MONITORING AND EVALUATING** the quality of zonal TACs, and the performance of TAC Tutors in their district. Action must always be taken to improve any TACs not providing a good service to schools and the community. An example of a **TAC Supervision Form** is given in the **Appendix**.

E. PLANNING WORK PROGRAMMES

1. WORKING OUT A SCHEDULE - TIME MANAGEMENT

One of Mrs. Taki's major aims is to have more impact on the school and especially the classroom. However, although she wants to get out into the schools as much as possible, she is aware that in planning a schedule, there are many aspects of her job that she must take into account. She also realises that she cannot focus on all the aspects in one month. She must decide what areas to concentrate on and what to leave out.

In addition, she must consult with her colleague Mr. Insipekita to ensure that her planned activities and his programme do not clash, but rather support each other. In fact, Mrs. Taki and Mr. Insipekita always plan their work programmes together, before finally writing them up. Here is how Mrs. Taki goes about planning her work programme.

- i) With Mr. Insipekita, she draws up a rough schedule for one year.
- ii) She plans in detail on a daily basis for **ONE MONTH** at a time, as it is easier to project that far ahead.
- iii) She ensures that at least one day (**the same day**) every week is set aside for visits by teachers, and administrative work in the TAC. Thus teachers will know that they can come for assistance on that day.
- iv) She blocks in National, Provincial, District or Divisional events that are likely to require her involvement. This is done in conjunction with Mr. Insipekita, who may also request her participation in some of his activities.
- v) She decides what her **priorities** are for that particular month :
 - school visits
 - subject panel meetings
 - planning/conducting in-service courses
 - TAC development activities (e.g. constructing aids, apparatus, repairing and covering books, TAC Management meetings, administrative tasks etc.)
- vi) She decides how best to **manage** her time so she can achieve the main objectives she has prioritized, without neglecting the other areas completely.
- vii) She tries to stick to the **work programme** while being flexible when necessary.

On the next page is a sample of one of the monthly work programmes that Mrs. Taki planned with the Inspector :

Kimbuni Teachers' Advisory Centre,
P.O. 360,
KIMBUNI.
31/1/95

To:
The Primary Schools Inspector,
Kimbuni Zone.

MONTHLY WORK PROGRAMME FOR FEBRUARY 1995		
DATE	PLACE	TASK OR ACTIVITY
1/2/95	T.A. Centre	Meet inspector. Attend to visiting teachers.
2/2/95	Kibirili Pr. School	Follow-up visit after Inspector's report
3/2/95	T.A. Centre	Attend TAC Management Committee
4/2/95		
5/2/95		
6/2/95	T.A. Centre	Make sample supplementary reading aids for lower primary classes
7/2/95	T.A. Centre	Meet Business Education Zonal Subject Panel to plan workshop for St. 6-8 teachers
8/2/95	T.A. Centre	Meet inspector. Attend to visiting teachers
9/2/95	St. Patrick's P. School	Observe and demonstrate teaching of reading in lower primary.
10/2/95	St. Patrick's P. School	Team-teach reading lessons, discuss with school English subject panel
11/2/95		
12/2/95		
13/2/95	St. Patrick's P. School	Observe lower primary reading lessons taught using techniques and aids demonstrated the previous week.
14/2/95	T.A. Centre	Meet English Zonal Subject Panel to plan workshop on supplementary reading materials for Sts. 1-3
15/2/95	T.A. Centre	Meet Inspector. Attend to visiting teachers
16/2/95	Tayari P. School	Observe Business Education lessons in Upper Primary. Discuss with teachers
17/2/95	Divisional Ed. Office	Meet Divisional Co-ordinator to discuss Zonal /Divisional games.
18/2/95		
19/2/95		
20/2/95	Michezo P. School	Observe/Demonstrate reading in lower primary
21/2/95	T.A. Centre	Prepare for Business Education Workshop
22/2/95	T.A. Centre	Meet Inspector. Attend to visiting teachers
23/2/95	District T.A. Centre	Attend Induction on Improvised Science kits
24/2/95	T.A. Centre	Business Education workshop for St. 6-8 teachers
25/2/95	Ushindi P. School	Assist with zonal games. Final preparation for lower primary reading workshop
26/2/95		
27/2/95	T.A. Centre	Workshop on reading for St. 1-3 teachers, using St. Patrick's for observation/demonstration
28/2/95	T.A. Centre	Write reports. Plan March work programme

c.c. District TAC Tutor,
District Education Officer.

Mrs. Taki,
TAC Tutor, Kimbuni Zone.

Mrs. Taki has an overall tentative plan for the year in which she has tried to concentrate on different areas each month. As you can see from the work plan above she concentrated in February on :

- a) Lower Primary Reading Materials
- b) Business Education in Upper Primary

You can also see that she placed quite a lot of emphasis on training **within** the school, in particular the school in which her TAC is based. Mrs. Taki believes that development of teacher's skills is best done in the classroom context whenever possible, rather than relying only on traditional in-service workshops **outside** the school.

TAC TUTOR WORKSHEET 1 D

TASKS

- i) Do a rough percentage analysis of Mrs. Taki's work programme. Which activities had the largest percentage and which had the least percentage?
- ii) Compare the proportion of time spent *at the centre* and the proportion of time spent *outside the centre*. Which is greater? What does this tell us about Mrs. Taki's approach to her role of TAC Tutor.
- iii) Look at your own work programme for the last month, and do a similar percentage analysis to one you carried out on Mrs. Taki's work programme. What did you spend most of your time on last month? How much of what you planned did you actually achieve?
- iv) What are your priorities for the next month? Plan your next month's work programme, making sure your priorities are fully dealt with.
- v) Do you have one day when the teachers know they can find you at the centre? Is there a regular time when you and the Inspector can meet?
- vi) Decide on your main priorities for the year, and roughly outline how you hope to achieve them in each month. Are there specific subjects or topics you want to concentrate on, particular schools you wish to target, or certain improvements you want to make to the TAC?

E. WRITING REPORTS

1. What is a monthly report ?

This is a document written by the TAC Tutor covering the activities he or she carried out or was involved in during a specific month. There should, of course, be some relationship between the report and the work plan for that particular month, although changes are inevitable. At the end of the year, an annual summary report is also required covering the main activities of the year.

2. To whom should the reports be sent ?

The reports will normally be addressed to the Inspector in the zone, and copies will also be sent to the Divisional Education Officer, the District Education Officer, and the District TAC Tutor.

3. What details should be included in a monthly report ?

Basically, a monthly report should have :

- a) Total zonal pupil enrolment per class by sex.
- b) Staff establishment by grade and sex in the zone.
- c) Information on TAC facilities, development, and staffing.
- d) Visits by teachers to the TAC, and reasons for their visits.
- e) School visits made by the TAC Tutor including observations made.
- f) Seminars and courses held, with attendance figures.
- g) Activities of Zonal Subject Panels.
- h) TAC Tutor's Future Projections.
- i) Visitors to the Centre (other than teachers)

4. What would a sample monthly report look like ?

Below is an example of the monthly report written by Mrs. Taki at the end of February, when the work programme shown earlier, had been completed.

Kimbuni Teachers' Advisory Centre,
Kimbuni Zone,
P.O. Box 360,
KIMBUNI.

28th February 1995

Ref : KI/TAC/8/55
The Zonal Inspector of Schools,
Kimbuni Zone,

RE : MONTHLY REPORT FOR FEBRUARY 1995

1. INTRODUCTION

February has been a very busy month with co-curricular activities starting, and also serious academic work now beginning as schools settle down after the usual complications of the beginning of the year.

2. PUPIL ENROLMENT IN THE ZONE

CLASS	I	II	III	IV	V	VI	VII	VIII	G/TOTAL
BOYS	440	435	400	402	375	395	390	385	3222
GIRLS	400	400	400	430	365	375	370	355	3095
TOTAL	840	835	800	832	740	770	760	740	6317
STREAMS	20	20	20	20	19	18	17	17	

The zone has a total number of 12 schools.

3. STAFF ESTABLISHMENT

	ATS	S1	P1	P2	P3	UT/INS	UT/A	UT'O'	G/TOTAL
MALE	2	15	35	7	2	2	2	1	66
FEMALE	1	12	25	5	3	2	1	0	49
G/TOTAL	3	27	60	12	5	4	3	1	115

4. TEACHER ADVISORY CENTRE FACILITIES

The TAC is accommodated in a borrowed classroom at St. Patrick's Primary School. As a result of good support from the school, and an active TAC Management Committee, the room has now been properly partitioned, and furnished. Currently there is an on-going funds-drive to add more equipment to the centre.

5. TEACHERS' ADVISORY CENTRE STAFF

- a) Teacher Advisory Centre Tutor - Mrs. Taki
- b) Cleaner/Assistant - Mr. John Mwema

6. TEACHERS' OWN VISITS TO THE CENTRE DURING THE MONTH

	ATS	S1	P1	P2	P3	UT/IN	UT'A'	UT'O'	G/TOTAL
MALE	2	6	15	4	2	2	2	1	34
FEMALE	1	6	11	3	2	2	1	0	26
TOTAL	3	12	26	7	4	4	3	1	60

The teachers visited the centre for various reasons. For example, some came to consult me on the year's examination results. Others came to ask advice on approaches to different topics, while quite a few came to examine various subject syllabuses, as many schools do not have them.

7. TAC TUTOR'S VISITS TO SCHOOLS

DATE	SCHOOL	PURPOSE
2/2/95	Kibirili Primary School	To make a follow-up visit after the inspector had visited the school.

16/2/95	Tayari Primary School	To observe Business Education lessons in Upper Primary.
20/2/95	Makuli Primary School	To observe and demonstrate reading lessons in Lower Primary classes.

8. SEMINARS/COURSES HELD

DATE	VENUE	COURSE	ATTENDANCE
24/2/95	TAC	Business Education, Stds. 6-8	24 teachers
27/2/95	TAC	Reading Aids, Stds. 1-3	36 teachers

9. ACTIVITIES OF SUBJECT PANELS

There was a meeting of the Business Education Zonal Subject panel to discuss the seminar planned for Standard 7 and 8 teachers later in the month. On 14/2/95 I met my zonal English Panel in order to plan the workshop on lower primary supplementary reading materials, including selection of facilitators, and procurement of raw materials for the learning aids.

10. MEETINGS

On 17/2/95 I met the Divisional Co-ordinator to discuss the Zonal/Divisional games. I also attended an induction course on Science Kits at the District TAC on 23/2/95.

11. VISITORS TO THE TAC

DATE	VISITOR	DESIGNATION	ADDRESS
3/2/95	Mr. Hapa Kwangu	Divisional Ed. Officer	Box 16, HUKO
8/2/95	Mrs. Hali Njema	Saleslady, Longman	Box 51785, NAIROBI

12. FUTURE PROJECTIONS

- I intend to hold a series of in-service courses in Mathematics to improve the overall performance in this subject at upper primary level.
- The TAC management committee is looking for more funds to repair the duplicating machine, and service the typewriter in the TAC.

GENERAL REMARKS

During the month under review, some good work has started taking place in schools. I must also record my thanks to the zonal inspector, and all the teachers who helped to ensure that both the in-service courses were completed successfully.

Mrs. Taki
TAC Tutor, Kimbuni Zone.

c.c. The District TAC Tutor;
The District Education Officer

SECTION TWO
TRAINING TECHNIQUES

- A. SCHOOL- BASED TEACHER DEVELOPMENT**
- B. CLASSROOM RESEARCH AND OBSERVATION**
- C. DEMONSTRATION LESSONS**
- D. TEAM TEACHING**
- E. SUBJECT PANELS**
- F. KEY RESOURCE TEACHERS**
- G. GOOD PRIMARY PRACTICE**
- H. PLANNING, ORGANISING, AND
CONDUCTING IN-SERVICE COURSES**
- I. USING THE TAC HANDBOOKS EFFECTIVELY**

A. SCHOOL- BASED TEACHER DEVELOPMENT

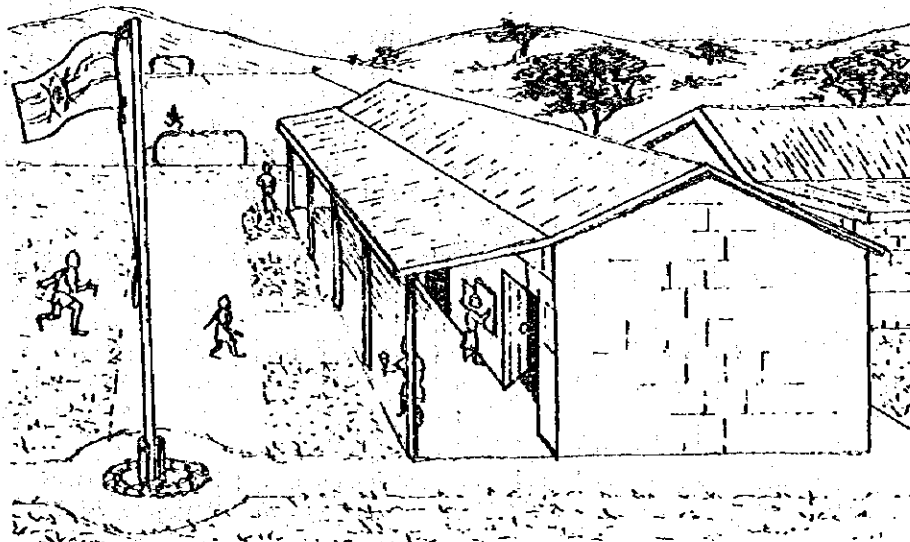
1. INSET Training Outside Schools

Mrs. Taki feels that the drawback with seminars and workshops *outside* schools, is that, however practical and relevant they may be, some teachers still feel they cannot put the suggestions into practice, in their own classrooms.

She thinks, however, that if teachers are able to **observe fellow teachers** actually utilising certain techniques, activities or displays effectively in a real classroom setting, they are more encouraged to try these out in their own situations.

2. Developing Strong Links with a School

Therefore Mrs. Taki has tried to ensure that the nearest school or nearest suitable school to the TAC has strong links with the office. In this case it is St. Patrick's Primary School where her TAC is based. **By regular visits to the school** and regular contact with headteacher, teachers, and pupils she has produced a model of teacher development **within** the school.



3. How does this School-Based Model work ?

First of all, Mrs. Taki spends some time in the school familiarising herself with staff and pupils. Instead of bringing teachers to the TAC for in-service training, she concentrates on developing the skills **in the classroom setting**. This is done through a series of gradual stages :

- (a) A careful analysis is carried out, through classroom research, to find out the strengths and weaknesses of teachers and pupils, and to assess their ability to adapt to certain changes.
- (b) She selects a **key resource teacher** in lower, and a similar **key resource teacher** in upper primary who seem prepared to adapt and develop their teaching approaches and techniques.

- (c) She plans a series of lessons **jointly** with the key resource teachers, involving a variety of techniques, learning aids, activities and displays.
- (d) She carries out one or two **demonstration lessons** with the pupils while the key teachers observe, make notes, and discuss the lessons afterwards with the TAC Tutor.
- (e) The TAC Tutor and key teachers then **team-teach** one or two lessons- that is, both are involved in various alternating stages of the same lesson.
- (f) The key teachers then teach one or two of the jointly prepared lessons **on their own** with the TAC Tutor observing, making notes, and discussing the lesson(s) afterwards.
- (g) Gradually, Mrs. Taki encourages other teachers (including the headteacher) to observe the key teachers in action, first of all in the classes taught by the key teachers, then in their own classes (i.e. having invited the key resource teachers to handle other teachers' classes). The other teachers also plan and team-teach some lessons with the key teachers, then try out various techniques and activities on their own. **In all these stages, Mrs. Taki observes, monitors, discusses lessons, and generally supports the teachers.**
- (h) At all stages, the TAC Tutor involves the headteacher, briefing her on the objectives of the approach, inviting her to observe lessons, and suggest improvements.
- (i) Mrs. Taki makes use of the **subject panels** in the school to discuss the various changes being developed, and to elicit feedback and opinions from teachers. She also involves the headteachers in such meetings. Learning aids are developed and constructed through these panels to support the teachers in improving their techniques.
- (j) The TAC Tutor, at various stages, finds out how pupils feel about some of the changes and developments, and how much they have been assisted in the learning process.
- (k) She assists the teachers as much as possible with resources, materials, and stationery from the TAC, and tries to boost the **quality and relevance** of classroom displays in the school. With the help of the headteachers, she also encourages each school to set aside a **resource room** or **resource cupboard** where these learning aids can be stored safely.

4. How is this School-Based Model utilised in INSET ?

- a) When running an in-service course for teachers in the zone, Mrs. Taki often takes the teachers to St. Patrick's Primary School :
 - i) to observe specific lessons or techniques
 - ii) to see classroom displays/visual aids
 - iii) to talk to the resource teachers/other teachers about the techniques they are using, and their experiences/opinions.

- b) The TAC Tutor also invites the key teachers to the workshop to explain how they have implemented the various changes and developments, and the impact they have had on the pupils' learning, and their own teaching methods.
- c) Apart from workshops, whenever Mrs. Taki and Mr. Insipekita hold meetings with headteachers from the zone, they often invite them to the 'model' school to observe the developments taking place.
- d) As a result of such visits, headteachers are encouraged to develop **key resource teachers (lower and upper primary)** in their schools to stimulate changes and improvements in classroom techniques and displays. The selected key resource teachers come to St. Patrick's 'model' school, 1 or 2 days every month to observe and participate in lessons.
- e) Mrs. Taki is now trying to spend much more contact time in schools to boost this school-based training process. Sometimes it means spending up to **2 days** at a time in one school. In a large zone, or one that is geographically spread out, Mrs. Taki thinks that it might be necessary to develop the school-based INSET **model** at another school which is more accessible to certain zonal schools.
- f) Mrs. Taki often invites the **key resource teachers** for special training workshops to improve their skills and also to find out what progress they have made in encouraging other teachers to adopt their techniques and improvised teaching aids.

TAC TUTOR WORKSHEET 2 A

TASKS

- i) Which is your nearest primary school? List any changes/ improvements developments that you have been able to initiate in it?
- ii) Suggest what techniques or ideas teachers find most difficult to put into practice. Give reasons why this is so.
- iii) What criteria would you use to select key resource teachers? Write down the names of those you would select in each school in your zone. Would it include subject panel chairpersons?
- iv) How often do you meet with your zonal subject panels? What do you discuss with them? Do you ever check that school subject panels are actually working, and do you ever attend their meetings?
- v) Plan a programme for developing your nearest suitable school as a demonstration or 'model' school. How could you ensure that you spend more time in schools? What difficulties would there be in implementing this school-based approach?

B. CLASSROOM RESEARCH AND OBSERVATION

1. THE NEED FOR RESEARCH

Mrs. Taki obtains a lot of useful information from headteachers, and Mr. Insipekita about problems certain teachers may be having with the curriculum. However, she realises that the only way to determine areas of difficulty that either teachers or pupils may be having with a certain topic or subject area is by conducting proper research in the classroom itself. It is usually necessary to carry out this research in several schools and with different teachers to establish exactly what problems there may be. In particular, Mrs. Taki finds her nearest school, St. Patrick's a useful place to begin such research.

2. WHAT DOES CLASSROOM RESEARCH FOCUS ON ?

Mrs. Taki concentrates on both general problems outside the classroom, and specific pedagogical issues in the classroom, when researching into teachers' and pupils' needs. She tries to involve teachers themselves in this research process.

General Problems Likely to Affect School Performance

- a) Lack of adequate staff causing an imbalance in the pupil-teacher ratio.
- b) Lack of experienced or trained staff.
- c) Lack of physical facilities (buildings, chairs, desks etc.)
- d) Lack of learning/teaching materials (textbooks, supplementary materials)
- e) Lack of conducive environment (e.g. school housed in noisy, cramped location).
- f) Lack of teamwork amongst the staff
- g) Lack of good school management.

General Problems Likely to Affect Pupils' Learning

- a) Lack of interest and support from parents
- b) Lack of stable home background (e.g. broken homes, poverty)
- c) Lack of positive environmental influence (e.g. poor neighbourhoods)
- d) Lack of good foundation in pre-primary school
- e) Lack of provision in the school for special learning difficulties (e.g. slow learners, poor readers, poor eyesight etc.)
- f) Lack of attendance through truancy, sickness, or work on the shamba

General Problems Likely to Affect Teachers' Performance

- a) Lack of sound leadership and organisation in the school
- b) Lack of motivation/encouragement/ interest from headteachers, education officials, parents
- c) Lack of adequate professional preparation for the classroom
- d) Lack of positive attitude towards change/ improvement in methods
- e) Lack of financial rewards (promotion prospects etc.)
- f) Lack of awareness of pedagogical aspects of the job
- g) Lack of professional support from Inspector/TAC Tutor etc.

3. HOW DO WE IDENTIFY WHICH PROBLEMS EXIST ?

General Problems

Mrs. Taki usually builds up a profile about each school using several sources of information which are readily available to her. A lot of such research involves tact and good interpersonal relations so that information can be gathered without offending the parties involved. Here are some of the ways she identifies problems :

- a) Discussions with Mr. Insipekita
- b) Discussion with the headteachers
- c) Attendance at PTA meetings
- d) Meetings and discussion with teachers
- e) Attendance at subject panel meetings
- f) Discussions with pupils (one to one, group and class), and parents
- g) Discussions with social workers
- h) Examination of school files and records
- i) Assessment of the compound, facilities, resources and environment
- j) Questionnaires filled in by headteachers, teachers, parents or pupils
- k) Needs analysis of problems associated with the curriculum as a whole

Specific Pedagogical Problems in the Classroom

Mrs. Taki concentrates most of her research on the classroom itself, since it is the area most related to her job and the one she can have greatest impact on. As an experienced teacher and headteacher, she can feel almost instinctively when good learning is happening, or when there are problems in the classroom. There are particular points she concentrates on such as :

- a) Availability of chairs/desks, and the seating arrangements
- b) Grouping of learners, and group/pair activities, boy/girl relationships
- c) Displays of pupils' work - relevance and interest
- d) Pupils' written work (checking and marking by teacher)
- e) Availability of Teachers and Pupils' Coursebooks and Pupils' Exercise Books
- f) Availability and use of Audio-Visual Aids
- g) Use of classroom or hall space, use of environment around school
- h) Displays in the classroom- nature table, shop, centre of interest, aids for each subject
- i) Teacher's preparation and records (lesson plans and schemes of work)
- j) Teaching techniques (variety, appropriateness, ability to communicate, questioning techniques, level of language, knowledge of subject matter)
- k) Teacher-Pupil Relationship (class control, learning atmosphere, positive attitudes to girls as well as boys, interest and humour)

How to gather information from the classroom

Mrs. Taki relies on the following methods to extract information about the needs of the teacher :

- a) Observation of Lessons
- b) Checking of Pupils' Written Work
- c) Discussions with Pupils
- d) Discussions with teachers before and after the lesson.
- e) Checking progress records and marks for examinations/ continuous assessment

- f) Discussing schemes of work and lesson plans
- g) Identifying difficult topics in the syllabus

Usually, before observing any lesson, Mrs. Taki meets the teacher concerned and discusses the class progress with him/her. In particular, she checks the pupils' performance by looking at records of marks, and also checks the lesson preparation book and schemes of work of the teacher. During this period, the teachers can often be encouraged to suggest what areas they themselves have difficulty with, or which topics pupils tend to struggle with also.

Mrs. Taki also realises that to get the most out of **OBSERVATION** she needs a simple checklist to follow each time she goes in to class. She has duplicated some simple forms which she uses each time she observes a lesson. These guidelines help to ensure that her observation is as effective and detailed as possible. On pages 32 and 33 is a sample of the **CLASSROOM OBSERVATION FORM** she uses :

4. HOW CAN THE PROBLEMS/NEEDS BE APPROACHED ?

Some of the **general problems** that may affect the quality of teaching/learning in a school may not be easily resolved. In addition, some areas do not come under the authority of the TAC Tutor and may need to be handled at a higher level. However, it is still useful for the TAC Tutor to be aware of all the social, environmental, administrative and educational issues that affect schools in their zones.

Approach to General Problems

Mrs. Taki tries where she can to assist the schools with some of the general problems she encounters in them. Some of the approaches she uses are as follows :

- a) Discussions with Mr. Insipekita and passing of information to him
- b) Discussions with headteachers.
- c) Attending PTA and School Committee Meetings
- d) Holding meetings with, and courses for, headteachers
- e) Running in-service courses for teachers
- f) Reports copied to DEO
- g) Support for harambee meetings and other fund-raising activities
- h) Advice from PTC Tutors

Approach to Specific Problems/Needs in the Classroom

Classroom observation provides firm evidence to the TAC Tutor about various issues that she/he may need to tackle either in the school itself (see **School-Based Teacher Development**) or through a series of In-service Courses for teachers at Zonal level. However, before any TAC Tutor proceeds to assist, she or he must **listen carefully** to what the individual teacher has to say, and where possible **advise** that teacher carefully. Encouraging the teacher to **express opinions** helps in developing a co-operative approach to teacher development.

POSITIVE LISTENING SKILLS

Mrs. Taki realises that if class teachers are to feel free when dealing with her, and express their problems honestly she must develop a friendly, relaxed approach towards them. If she was to remain very reserved, official and authoritarian, she would not encourage much interaction and response from the teacher.

For example, after each lesson, she first of all asks the teacher how she or he feels about it and **listens positively** to what is said. She makes sure her questions allow teachers to speak their minds, and by **listening** initially and encouraging teachers to say more about their feelings and difficulties, she gains more information about how she can tackle the problems. Thus the discussion is **participatory**, rather than being dominated by the TAC Tutor.

Here are some examples of the different techniques used by Mrs. Taki :

VERBAL TECHNIQUES

Initiating the discussion

A lot of awkwardness can be overcome by entry phrases such as : ' Well, I found that session very interesting/challenging/useful. Can you tell me what you wanted to achieve ? / Can you suggest the main thing that pupils got out of the session ? / What do you think you enjoyed most about the lesson ? / Which part of the lesson seemed most effective to you ? '

Questioning

Questions can be directed to encourage teachers to say more about an area, or to expand on a point they have made, for example : ' Can you suggest..... ? / Could you tell me..... ? / In your opinion, what ? / Can you explain..... ? / Why ? '

Encouragement

Teachers can be made to feel more relaxed if comments such as : ' Right ! / That's a good point ! / Very good ! / Good ! ' are interspersed at appropriate points in the discussion.

Positive Advice

Changes/improvements can be suggested by comments such as : ' Why don't you consider ? / What about ? / Have you thought of ? / One way of approaching this might be '

PHYSICAL TECHNIQUES

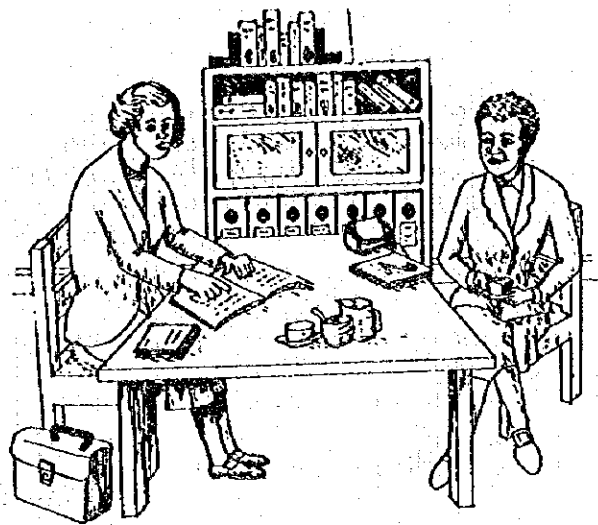
Discussion Setting

The more confrontational approach of sitting face to face can be avoided by sitting in comfortable chairs quite close to each other, and at an angle. Sitting at a distance from each other, especially with a table in between, can increase a sense of separation. Also, standing over the teacher while talking, will suggest a dominating rather than a participatory role.

Body language

If the body is directed **forwards** the other party, it is normally a sign of interest and participation. Leaning back, and turning/looking away, will create a feeling of indifference. Similarly, if the eyes are focused on the other party, when she/he is talking, it will make the person feel that the listener is genuinely interested.

After the listening process, she then comments on the lesson and **advises** teachers on areas they can improve on. She takes care that any any comments or criticisms are **constructive**. That is, instead of just complaining that a lesson plan is inadequate, or a certain teaching technique is inappropriate, she suggests a **practical alternative** or even encourages the teacher to think of another approach.



Sometimes she suggests tactfully that the teacher might like to visit the centre to borrow a book, visual aid, or reference material that can help to improve the content of the lesson. Above all, she treats these discussions **in confidence**, and only refers problems to Mr. Insipekila when they are likely to cause a major effect on the quality of education in the school.

5. WHAT ACTIONS CAN BE TAKEN TO ADDRESS PROBLEMS/NEEDS ?

Whether dealing with a specific school, or the zone as a whole, the TAC Tutor can employ a number of techniques to assist the teachers (and pupils) to overcome problems associated with a particular topic, or area of the curriculum. In Mrs. Tak's case, she uses a number of different activities to assist her teachers as follows :

- a) **Demonstration Lessons**
- b) **Team Teaching**
- c) **Subject Panel Activities**
- d) **Selection of Key Resource Teachers**
- e) **In - service courses for the zone**
- f) **Loan of books, reference materials, and audio-visual aids from the TAC**

Most of these activities have already been referred to in the section on School-Based Teacher development, but now each one will be examined in detail.

TAC TUTORS WORKSHEET 2 B

TASKS

- i) **Carry out a survey in each of the schools in your zone. Build up a list of General Needs and Specific Classroom Needs for each school.**
- ii) **Plan with your zonal Inspector how you are going to tackle each of the above needs.**
- iii) **Make a copy of the Classroom Observation Form on the next two pages and try it out next time you visit a school.**
- iv) **After using the form, see if you can adapt and improve it for your zone, with the help of the zonal Inspector.**

CLASSROOM OBSERVATION FORM

District Zone

School Class No. In Class

Subject Topic

A. THE LESSON

1. How well organised is the lesson plan ?

2. How clear are the objectives ?

3. How well-planned is the scheme of work ?
Does the lesson plan relate to the scheme ?

4. What kind of introduction was used ?

5. How effective was it ?

6. Tick which of the different teacher/pupil activities you observed in the lesson :

TEACHER ACTIVITIES

- Lecturing/Talking
- Asking questions
- Demonstrating
(practical activity)
- Marking/Correcting
- Monitoring groups/pairs
- Listening to pupils talk
- Advising/Assisting pupils

PUPIL ACTIVITIES

- Listening
- Asking questions
- Answering questions
- Copying from chalkboard
- Group work (talking)
- Pair work (talking)
- Practical work
- Writing exercises
- Problem solving
- Individual work

7. What type of communication took place in the lesson ?

Teacher telling Question/Answer Pupil/Teacher discussion

Pupil/Pupil discussion Writing activities

8. Did the teacher address questions to : mainly boys mainly girls both
equally?

9. What was the availability of books in the class ?

Teacher only

One between (No.)

One each

10. If a book was used, which was it ? -----

11. What sort of teaching/learning aids were used (other than textbooks) ? -----

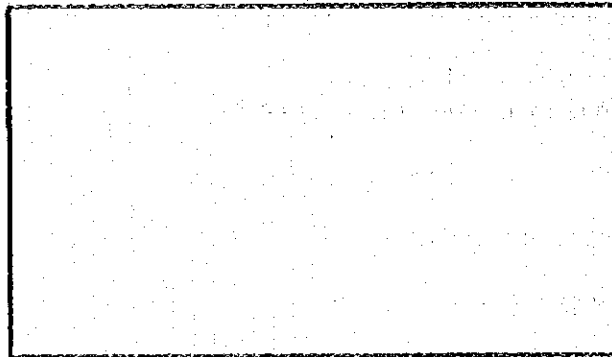
12. How effective was the conclusion to the lesson ? -----

B. LEARNING ENVIRONMENT

13. Does the classroom have :

Lockable doors? window shutters? a cupboard? shelves?

14. How is the classroom arranged ? (Draw a rough sketch)



15. Are any of the following in the classroom ?

Nature area (garden)

Centre of interest

Shop

Wall magazine

Wall displays

16. Are the displays (if any) relevant to the syllabus being currently taught ? -----

17. How much children's work is on display ? -----

How well are books being marked ? -----

18. What skills does the teacher need further training in ?

C. DEMONSTRATION LESSONS

1. WHAT IS A DEMONSTRATION LESSON ?

Normally a demonstration lesson will consist of an experienced teacher or TAC Tutor teaching a normal class of pupils in front of a group of observers. These observers will usually be other teachers who are concerned with a particular topic or skill that they need assistance with. Such lessons need very careful preparation so that they do provide useful ideas to the observers. In addition, the observers should be given **OBSERVATION CHECKLISTS** to use, or **QUESTIONS** to ask themselves which can guide the teacher in identifying key stages or key activities in the lesson. After the demonstration lesson is over, time should be set aside for both teachers and observers to discuss the strengths and weaknesses of the techniques they have seen.

2. HOW TO ORGANISE A DEMONSTRATION LESSON

Mrs. Taki uses demonstration lessons either when visiting a school, to correct some approach to a subject she has found that teachers are using wrongly, or during an in-service course when she wants to emphasize a particular technique or point.

If she finds teachers have problems in a particular school handling a certain topic, she usually arranges to come back on a specific day, and teach that topic with an appropriate class. Obviously, the headteacher has to be informed so that teachers in a particular Standard (or from lower or upper primary) can be freed to observe and discuss that lesson for about an hour.

DEMONSTRATING A SCIENCE LESSON IN A SCHOOL

For example, Mrs. Taki found a teacher in Standard Two trying to explain to the pupils what different types of animals are found in different habitats. Like many lessons in primary school, the teacher was doing most of the talking, and participation from the pupils was minimal. Worse still, it was clear that pupils did not really understand the idea of variety of habitat affecting the type of animals found there. Mrs. Taki arranged to demonstrate the topic, and asked for lower primary teachers to be present and observe the lesson.

Before Mrs. Taki started the lesson, she met the teachers in the staff room and explained generally what she was going to do. She had also prepared an **observation checklist**, specifically for that lesson, for them to fill in :

OBSERVATION CHECKLIST - SCIENCE- STANDARD TWO		
CLASS:	TIME :	TEACHER:
QUESTIONS	COMMENTS	
1. How did the teacher organise the class ?		
2. What different tasks were given out ?		
3. How did the pupils record their findings ?		

4. What activities were carried out when the pupils returned to the classroom ?	
5. What kind of assistance did the teacher give to the pupils ?	
6. How did the teacher find out what the pupils had learnt ?	
7. Was the lesson effective in achieving learning by the pupils ? What aspect of the lesson did you find most effective?	

Mrs. Taki began the lesson by asking pupils to name some of the common creatures they know and where they can be found. Then she explained to the pupils that they were going on a nature walk. On this walk, they would try to find and describe different animals found in different places (habitats). She divided the class into **FOUR GROUPS** and each group was assigned a particular habitat to go :

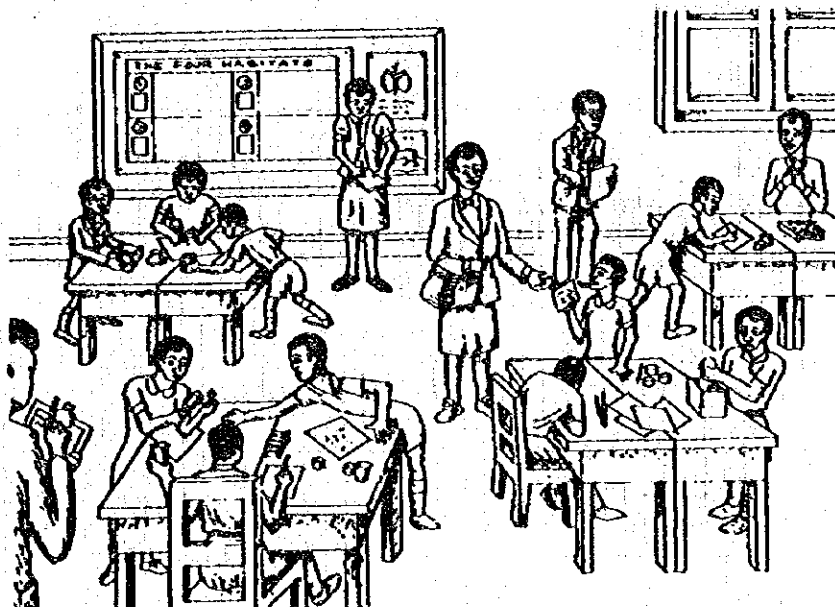
Open Grass; Flower Beds; Under Trees; A Shamba

Each group had a group leader, and they led their groups to their respective habitats, closely supervised by Mrs Taki. Each group wrote down on a piece of paper, provided by the teacher what creatures they saw. They also carried empty tins or plastic containers, and these they buried in a certain place in the habitat in such a way that they might trap insects and small creatures later.

When they returned to the classroom, Mrs. Taki asked each group to tell the rest of the class where they went, and what animals they recorded. She then asked them to draw some pictures of the creatures they found. On the wall, Mrs. Taki had prepared a large chart, and she asked each group to fill in their findings in the appropriate section, and then to record over the next few days what animals, if any, they found in their tin 'traps'. This is what the chart looked like :

ANIMALS FOUND IN OUR HABITATS AND TRAPS	
PLACE	NUMBER OF ANIMALS
School Field	
Flower bed	
Under Trees	
In the Shamba	

After the lesson was over, Mrs. Taki spent about 30-40 mins, with the lower primary teachers discussing her approach and the teachers' reactions to it. She promised to come back and look at more lessons, and assist the teachers to involve their pupils in more activities making use of the local environment and materials for Science.



DEMONSTRATING AN ENGLISH LESSON DURING AN IN-SERVICE COURSE

Mrs. Taki was running an In-Service Workshop for teachers from her zone on the Teaching of Grammar in Standards 5 and 6. She had already noted that one of the weaknesses in teaching grammar was the failure by teachers to provide enough illustrations and oral practice of the structure to pupils. Another problem was lack of supplementary practice examples (to add to the coursebook exercises) and also extended written work to develop confidence in use of the structure.

As part of the workshop, she arranged for the 24 participants to observe a Standard 5 grammar lesson being taught by one of her **key resource teachers** in St. Patrick's Primary School. This was an alternative to teaching the lesson herself, but she made sure that the teacher concerned was fully prepared and briefed on what was expected in the lesson.

The participants were given the **Observation Checklist on page 37 (next page)** and also a copy of the lesson plan. The lesson observed went as follows :

The teacher spent a good part of the lesson practising the target structure orally with the pupils. Apart from asking individual pupils to produce sentences, he chose a variety of activities including question/answer sessions in pairs, groups, and also some chorus work from the whole class. He tried to move from example sentences to sentences created by the pupils themselves.

Only after the teacher was satisfied that they understood the basic structure, did he move on to the exercises in the coursebook. These were also practised individually, and repeated in groups etc. Then since the coursebook exercises were insufficient, the teacher put some more on the b/b and asked pupils to come up with the answers. Finally, he asked the groups to write out a short assignment, creating sentences of their own with the structure in a continuous writing assignment to show they had fully grasped the structure.

OBSERVATION CHECKLIST FOR GRAMMAR LESSON - STANDARD 6	
QUESTION	ANSWER
1. How does the teacher introduce the focus of the lesson to the children?	
2. How does the teacher help the children to practise the grammatical structure orally?	
3. What contexts does he use for this practice?	
4. What vocabulary do the children use?	
5. How much does the teacher involve pupils in the oral practice? Are boys and girls equally involved?	
6. How does the teacher use the blackboard to reinforce the oral work?	
7. How does the teacher introduce the written work?	
8. Describe the links which you think the teacher makes between the oral and the written work.	
9. How does the teacher encourage the children to practise the grammatical structure in written form?	
10. In the conclusion to the lesson, how does the teacher reinforce the grammatical structure for the children?	

After the demonstration lesson, Mrs. Taki asked the participants of the workshop to discuss the lesson in small groups, before asking them for feedback. She then directed each small group to prepare a micro-lesson of about 20 mins., focusing on one or two different aspects of grammar teaching at the same level, and teach it to small groups of Standard 6 pupils. (When pupils are not always available, Mrs. Taki asks participants to teach each other in small groups i.e. **micro-peer teaching**).

The usefulness of demonstration lessons is that if 'real pupils' are involved, it often illustrates the advantages or disadvantages of certain techniques more clearly to participants/teacher, than simply talking about them would do. **One should not assume that demonstration lessons are 'model lessons'** - there will be weak points in the lessons as well as strong points, and these should be noted in discussion.

TAC TUTOR WORKSHEET 2 C

TASKS

- i) Organise a peer demonstration lesson involving yourself as the teacher, and other participants as pupils.
- ii) Choose the subject and topic, and design a simple checklist for other participants to use as observers. This can be done in pairs or groups.
- iii) Meet with a particular school subject panel, plan demonstration lessons for certain topics and techniques. Design an observation checklist for teachers to use while they watch the demonstration.

D. TEAM TEACHING

1. WHAT IS TEAM TEACHING ?

If two or more teachers participate in handling the same lesson, this is known as team-teaching. Sometimes several classes may be combined in the hall for a similar activity. On the other hand, a normal class may also be taught using more than one teacher. In practice, this usually means different teachers taking different aspects of the lesson, either alternating stages of the lesson, or dividing the period into half and taking one section each.

However, in lessons such as **group reading** where several groups are occupied with their own particular books, two teachers can be assisting the groups simultaneously. In fact, group work is often improved where there is more than one teacher assisting. The success of this approach will depend on timetabling of lessons.

2. WHEN IS TEAM TEACHING USED ?

Not many schools are in a situation where they can spare two teachers for the same class at the same time. *However, it has been observed in several schools, that two or more teachers are very useful in group reading lessons as pupils receive more support and individual attention.*

Mrs. Taki normally uses team teaching mainly when assisting teachers to practise new techniques.

Often teachers may be nervous or uncertain about whether a certain approach really works. To avoid this problem, Mrs. Taki plans a lesson together with a teacher who needs assistance. She and the teacher divide up the different activities, with Mrs. Taki taking the more difficult stages. This enables the teacher to observe and at the same time be involved in the techniques Mrs. Taki is trying to encourage.

Team teaching can be regarded as a step up from demonstration lessons, since instead of observing, teachers are participating in the lesson, and being encouraged or assisted by another.

This approach is also good on **in-service courses**, where Mrs. Taki often alternates training sessions with another trainer (e.g. a key resource teacher, a TAC Tutor from a nearby zone, the zonal inspector, or the District TAC Tutor). One trainer may find it very difficult to manage more than two hours at a time, and it is more interesting for the participants if trainers alternate, provided it is done smoothly.

E. SUBJECT PANELS

1. WHAT ARE SUBJECT PANELS ?

In many districts, subject panels exist at school, zonal and sometimes at district level. They consist at school level of a small number of teachers (4-5) for each subject in the curriculum. There should be a chairperson and secretary for each subject panel. The headteacher and deputy, in addition to ensuring they receive the minutes of all the subject panel meetings, should try to sit in on as many meetings as possible. **It is a fact that subject panels at schools often exist only on paper and never meet. The TAC Tutor's responsibility is to monitor each school in the zone, and make sure each headteacher is encouraging panels to be active.**

At zonal or district level, subject panels are usually chaired by the Inspector of the Zone, with the TAC Tutor acting as convenor and secretary. Suitable names for each subject panel can be gathered from the headteachers' meetings, and it is normally advisable to limit the number of members to between 6 and 8 maximum.

2. THE FUNCTIONS OF SUBJECT PANELS

SCHOOL SUBJECT PANELS

These should :

- a) assist new teachers whether trained or untrained with any difficulties in individual subjects.
- b) review performance of pupils in external and internal examinations, in order to determine topics or areas of the syllabus that pupils need help in.
- c) prepare questions for internal examinations
- d) prepare jointly, learning aids and resources for use by all teachers at both lower and upper primary levels.
- e) assist in the preparation of joint schemes of work (and lesson planning) for classes in the same Standard.
- f) assist the TAC Tutor in carrying out classroom research into difficulties encountered in teaching/learning particular topics.
- g) plan, together with the TAC Tutor, school-based training to help overcome the various difficulties that have been pinpointed.

ZONAL/DISTRICT SUBJECT PANELS

These should :

- a) examine KCPE results in the zone/district to determine areas of excellence and weakness at subject level.
- b) assist the TAC Tutor in planning and running in-service workshops in different subjects for teachers in the zone/district.

- c) help the TAC Tutor produce sample resource materials for display in the TAC and for borrowing by teachers.
- d) co-ordinate the preparation of zonal and district examinations.
- e) examine curriculum materials (e.g. textbooks) and make recommendations for both curriculum modifications and materials development which can be forwarded to the Kenya Institute of Education.

3. HOW TO ENSURE SUBJECT PANELS ARE ACTIVE AND USEFUL

Mrs. Taki found, when she first came to Kimbuni zone, that teachers and headteachers had largely forgotten the purpose of subject panels. Many of them existed only in the files in the headteacher's offices! With Mr. Insipekita, she first held a meeting with headteachers to remind them of the purpose and structure of the subject panels.

Both Mr. Insipekita and Mrs. Taki then followed up each school in the zone, to ensure that headteachers were implementing the formation and meetings of the panels. They checked the minutes of meetings and recommendations, and also joined meetings of school subject panels in selected schools, to assist them in certain activities. Each school was given a copy of the main functions of subject panels so they realised the purpose of the meetings.

4. AN EXAMPLE OF SUBJECT PANELS ASSISTING IN PRODUCTION OF LEARNING/TEACHING MATERIALS

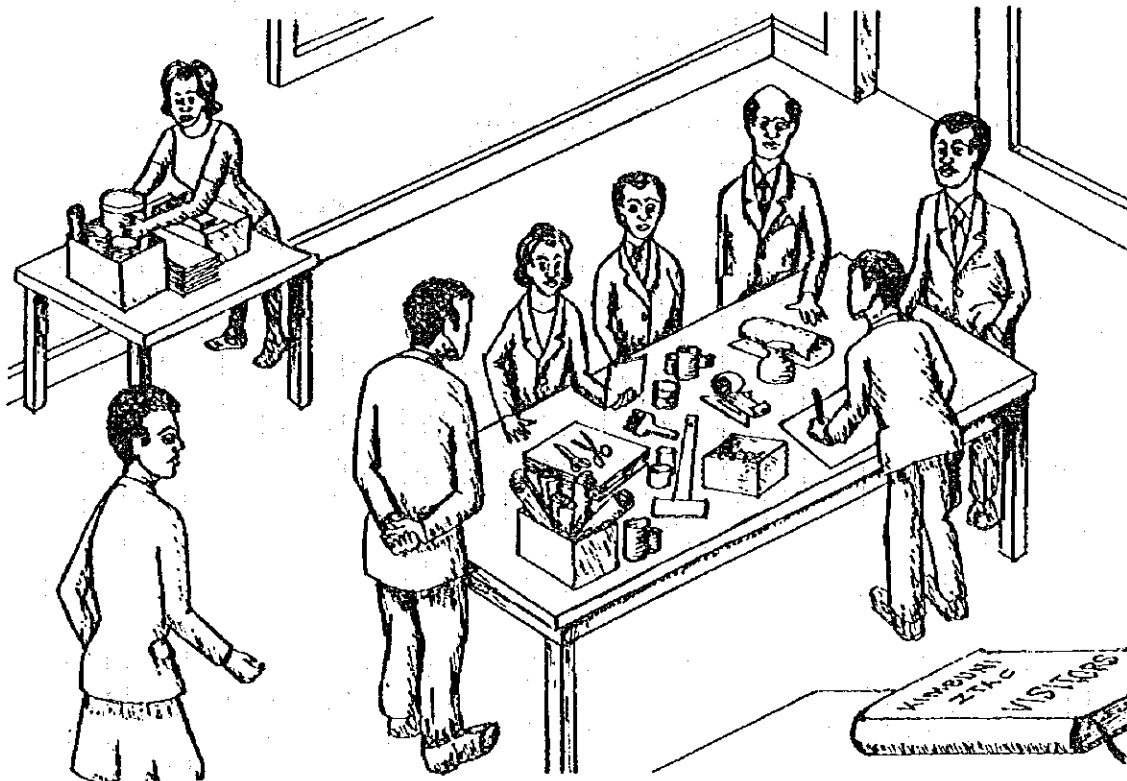
Mrs. Taki decided to ask all schools to have their subject panels concentrate on developing resources for one term. Through some of the meetings she had already identified some **key resource teachers**, and other names were given by the headteachers. She invited **two members** of each individual school to her TAC (i.e. 24 people at any one time) and gave them advice, instructions and materials for developing visual aids. Samples of aids were also available at the TAC for the panels to copy.

In addition, each subject panel from each school launched a campaign (through the headteacher) amongst teachers, pupils and parents to bring as many raw materials to their schools as possible. These included newspapers, old calendars, match-boxes, plastic bottles, soap-powder packets, old cartons, scrap pieces of wood and bits of metal.

As a result of this initiative, all schools in Kimbuni zone have a wide variety of improvised resources for use in several subjects. Through this activity, Mrs. Taki has been able to identify **active** and **keen** teachers that she can invite to zonal panel meetings, and also utilise as **key resource teachers** in the schools.

5. AN EXAMPLE OF A ZONAL SUBJECT PANEL INITIATIVE

Mrs. Taki had a meeting one day with the Mathematics Zonal Subject panel, where the members felt that teachers needed help with activities to familiarise lower primary pupils with geometrical shapes. They agreed on setting aside one day for the meeting, and concentrated on producing aids from simple resources such as newspapers, and old card. In particular they concentrated on development of **tangrams** and **picture galleries**.



A special display was set up in the TAC, and the subject panel asked selected teachers from all schools in the zone to come for an in-service session on how to make these aids. Mrs. Taki was assisted by several members of the Mathematics panel in conducting the course.

TAC TUTOR WORKSHEET 2 E

TASKS

- i) With your zonal inspector, check that all the schools in the zone have working subject panels. Make sure all subject panels have guidelines on what to do.
- ii) Make a list of different activities that you plan to carry out with different school subject panels.
- iii) Start one of the following with your zonal subject panel :
 - a) collection of raw materials for making visual aids
 - b) identifying areas where teachers need assistance in
 - c) planning dates of in-service courses over the year
 - d) making sample visual aids for certain topics in a particular subject
 - e) a competition for pupils (e.g. composition writing)

Work out the details of how you would go about implementing them.

F. KEY RESOURCE TEACHERS

1. THE CONCEPT OF RESOURCE TEACHERS

Although Mrs. Taki works hard to improve teaching techniques and methods, and also gets support from the headteachers, she has found that having impact in 11 schools at once can be difficult. Even if teachers attend in-service courses, they may often be reluctant to put into practice what they have learnt.

However, Mrs. Taki has discovered that certain teachers in schools with **initiative** and **enthusiasm**, can influence and lead colleagues in improving their overall approach to teaching. For example, some of these teachers have started developing a wide variety of learning aids out of local resources. At first, only the classrooms of these teachers had these aids, but gradually, the idea has spread through all the classrooms in the schools where these **active** teachers are.

2. IDENTIFICATION OF KEY RESOURCE TEACHERS

The identification of suitable key resource teachers in every school may take time. In addition, it is advisable to select at least **ONE** for Lower Primary, and **ONE** for Upper Primary. They can generally be identified through :

- a) Advice from headteachers and deputy headteachers.
- b) Observation of different teachers and their classrooms.
- c) Involvement in subject panel meetings at school level.
- d) Advice from zonal subject panel members.
- e) Participation of teachers in in-service courses.
- f) Participation in production of learning materials.

3. UTILISATION OF KEY RESOURCE TEACHERS

Once key resource teachers have been identified in each school of the zone, they can be used to assist the TAC Tutor in a variety of ways :

- a) as chairpersons or key members of school and zonal/district subject panels
- b) as assistant trainers on in-service courses
- c) to demonstrate or team-teach with the TAC Tutor, certain teaching techniques
- d) to develop a wide variety of model visual aids for display in their classrooms
- e) to organise the construction and proper storage of a wide variety of audio-visual aids within the school. (using a **resources room** or **resources cupboard**)

Mrs. Taki makes a note of some of the better **key resource teachers** whether deputy headteachers, headteachers, or simply experienced teachers, so that she can recommend them through Mr. Insipekita, for consideration as **future TAC Tutors**. In a sense, the development of these key teachers is a useful training process for the job of TAC Tutor, and means that such people will have a strong practical awareness of what the job entails.

Whenever Mrs. Taki has been assisted by such teachers on a training programme, she makes a point of writing individual letters to them, thanking them for a job well done. This helps to motivate the teachers, and also provides evidence of their ability when they are seeking promotion.

G. GOOD PRIMARY PRACTICE

1. THE GOALS OF A GOOD PRIMARY TEACHER

When running courses, or visiting schools, Mrs. Taki tries to clarify what is meant by good primary practice. Headteachers and teachers need standards to aspire to which are clear, easy to comprehend, and simple to evaluate. Therefore, she has designed a series of charts giving clear definitions of 'good primary practice':

A GOOD PRIMARY TEACHER:

- a) knows his/her subject in depth, enjoys it, and is confident in it.**
- b) manages the curriculum effectively.**
- c) organises learning/teaching procedures efficiently.**
- d) manages pupils and classroom competently**
- e) demonstrates adaptability and flexibility in improving teaching techniques**

SUBJECT KNOWLEDGE

- a) means total confidence in the subject**
- b) Involves keeping up-to-date in the subject**
- c) means having plenty of reference materials and supplementary books on the subject**

CURRICULUM MANAGEMENT

- a) means knowing the syllabus requirements**
- b) Involves being aware of the range of coursebooks and materials available for teaching the syllabus**
- c) means knowing how to relate the content to be covered to the ability of the class**
- d) Involves scheming and planning effectively for the target class**

ORGANISATION OF TEACHING/LEARNING

- a) means specific, measurable, attainable, realistic and time-constrained objectives (SMART)
- b) requires strong links between schemes and lesson plans
- c) requires clear and comprehensive headings and stages for schemes and lesson plans
- d) means taking into account time factors, level of class, and resources available in lesson planning
- e) means professional competence in teaching techniques such as: lesson introductions; use of teaching/learning aids; development of materials to supplement textbooks; varying teaching techniques, ability to use child-centred approaches with confidence (groups/pairs/ individuals); questioning techniques; listening skills; communication skills; encouragement and checking of pupils' work.

CLASSROOM MANAGEMENT

- a) means organising the arrangement of pupils to obtain the best learning environment
- b) involves organising of groups, pairs, individual and whole class work efficiently
- c) means ensuring classroom displays are neat, attractive, relevant to the learning process, and involve pupils' own writing/drawing.
- d) involves maintaining good discipline and class control in a relaxed and pleasant manner.
- e) requires the skills of developing positive attitudes between learners and teacher, and between pupils themselves, of motivating learners to achieve more, and especially of ensuring that girls as well as boys, get equal encouragement to progress in all subjects.

Whenever Mrs. Taki runs in-service courses, she frequently goes over these posters with her teachers, and even encourages schools to copy them down, and put up in their own staff-rooms, or headteachers' offices.

2. THE USE OF GROUP WORK

Mrs. Taki has noted that in many classrooms, teachers are reluctant to use group work, pair work, and indeed any kind of pupil-centred activity. Whenever she visits schools, all too often she hears the monotonous sound of the teacher's voice dominating the classroom. If pupils' voices are heard at all, they are often raised in noisy chorus. After some research, she has found many of the excuses given by teachers for not using group work are as follows :

- 1. Group work is too noisy.**
- 2. Group work is too time consuming in the lesson.**
- 3. Group work requires too much preparation.**
- 4. Group work is difficult to organise with large classes.**
- 5. Group work wastes time when the syllabus is 'crowded'.**
- 6. The headteacher does not think group work is useful.**

Mrs. Taki understands these reasons because she is an experienced teacher herself. Whenever she visits schools, or holds an in-service course, she adopts the following approach :

Firstly, she points out the advantages of group work generally :

- 1. It encourages shy or quiet pupils to contribute more actively to the lesson.**
- 2. It enables pupils to take more responsibility for their learning.**
- 3. It motivates pupils and teachers.**
- 4. It provides variety for pupils and teachers.**
- 5. It facilitates more individual attention for pupils, especially for remedial work.**

She also emphasise the times when group or pair work is really essential for effective learning to take place :

- 1. When pupils are practising oral English (especially questions/answer sessions) where pair work will enable natural interaction to take place.**
- 2. When carrying out a simple experiment, where pupils are required to collect and analyse materials. This cannot be done by the class as a whole.**
- 3. When carrying out practical activities in Maths, for example determining differences in shapes and sizes, where only a few materials are available.**
- 4. Where few books are available for class readers, so reading is done in groups, using the few titles available. (See Group Reading)**
- 5. Generally where books and resources are short, it is easier for two or three to share.**

She then demonstrates to teachers (and headteachers if they are sceptical) different ways of making group organisation easier :

1. **Preparing the group tasks so they are clear and easy to follow.**
2. **Having the classroom organised into ready-made groups, where pupils can take part both in whole class activities as well as group activities without having to move.**
3. **Using pairs or threes, which may avoid delays in moving 4-6 pupils into groups.**
4. **Selecting group leaders very carefully for their ability, and also, if necessary, grouping pupils according to ability so they can move at their own pace.**
5. **Monitoring and assisting the groups, without dominating them. She also shows that the teacher can take a break in group work more easily than whole class activities. This does not mean neglecting the class, but being able to observe quietly and assess how the lesson is going.**
6. **Controlling any reporting back or feedback so that it is not tedious for other groups to listen to. Sometimes, as in science, feedback may be through charts detailing the various findings made in the experiments.**

Mrs. Taki points out that any activity which gives pupils greater confidence, will benefit them and their performance in the long run. She does not suggest that group or pair work be used all the time, but she does try to encourage teachers to see the value of using it, when it is appropriate.

3. GENDER-SENSITIVITY IN CLASS AND IN SCHOOL

Mrs. Taki often points out to teachers, headteachers and parents, that both boys and girls may suffer equally when it comes to completion of the full primary cycle, and that all children deserve a basic education. In addition, she reminds them that the syllabus encourages boys and girls to develop skills in a wide range of domestic and general technical skills, and **does not distinguish according to sex.**

Mrs. Taki has experienced some of the difficulties that girl pupils and young women face in achieving educational success. Apart from attitudes at home and in the community, especially in certain cultures, she knows that girls may often be exposed to negative experiences at school. Also, girls may be expected to perform a larger share of home chores, and eventually, this will start to affect their performance at school.

However, she also understands that boys may also have pressure of a different kind, because they are expected to conform with certain expectations of their society. For example, some boys may not be physically well-built, and can end up being bullied or intimidated.

Therefore, when she runs in-service courses with teachers, or meetings with headteachers, she points out some of the potential hurdles that boys and girls have to cross, which they may not have realised.

They include some of the following :

- a) **Girls being given duties which are thought to be suitable for their role : cooking, sweeping, cleaning, without involving boy pupils.**

- b) Boys and girls always separated from each other in group work, games and assemblies.
- c) Girls not being assigned positions of responsibility such as school prefects, class monitors, group leaders, team leaders in games and so on.
- d) Girls and boys being restricted to certain sports/games according to sex.
- e) Boys always being expected to take part in the more physical activities.
- f) Girls observing women teachers mainly in lower primary and not in upper primary, and noticing that few specialise in science, mathematics, or agriculture.
- g) Girls noticing women staff in minor roles, and rarely as headteachers, deputy heads, and drama/music/sports organisers, particularly in rural schools.
- h) Girls being made to feel inferior in subjects like Science and Mathematics, especially if they are taught in a very abstract manner. Similarly, boys being made to feel they are too disruptive to be encouraged to read.
- i) Girls reading textbooks and class readers, where their sex seems play a minor or non-existent role in the text and in the pictures/illustrations in the book.
- j) Girls seeing their peers gradually dropping out of school through pregnancy, early marriage, or lack of money to pay fees (where boys may be given priority).
- k) Girls suffering derogatory comments from male teachers in particular, and boys being made fun of or ignored, if they are quiet or shy.

ATTITUDES OF BOYS AND GIRLS TO SUBJECTS

She has also noticed that girls often seem to be attracted by **practical learner-centred methods** especially with subjects such as Science and Mathematics. However they tend to dislike abstract or theoretical learning. Boys, on the other hand, may make slow progress in Reading Skills, and may be disruptive if lessons are not interesting or active. Thus she asks teachers to consider that the **techniques** they use may affect boys and girls' progress in these and other subjects.

Another important factor she always emphasizes is that educated girls and boys will provide a stronger base at home and in the community, if they understand key areas such as agriculture and nutrition.

In her meetings and seminars with teachers and headteachers, as part of **good primary practice**, she recommends certain actions that each should take :

HEADTEACHERS SHOULD :

- a) Give more opportunities for women teachers to have positions of responsibility : deputy headteachers, key resource teachers, subject panel chairpersons, sports and extra-curricular activities organisers, class teachers.
- b) Encourage good teamwork amongst the staff regardless of sex.

- c) Mix up male and female teachers in lower primary, and encourage more female teachers to take specialised roles in teaching of Maths, Science and Practical Subjects.
- d) Discuss with their staff ways of ensuring that both boys and girls make steady progress in reading, and find ways of increasing the availability of reading materials.
- e) Encourage visits by female TAC Tutors, Inspectors, and women in positions of responsibility where this is possible.
- f) Persuade parents through the PTAs to give equal support to boys and girls, especially time allocated for homework compared to household chores, and to play a stronger role in reducing teenage pregnancies and early marriage.

TEACHERS SHOULD :

- a) Mix up boy and girl pupils in class, group and pair activities. Teachers should do this sensitively, and not force pupils to be with those they do not like.
- b) Encourage all pupils to participate in all sports/games activities.
- c) Encourage all pupils, regardless of sex, to take an interest in practical and scientific subjects through interactive methods of learning, making use of the environment, and producing attractive learning aids/displays.
- d) Select class readers that portray positive aspects of girls as well as boys, and encourage all pupils to take an interest in reading.
- e) Supplement textbooks that tend to ignore women's participation in a certain subject, and select texts that portray both sexes positively, where possible.
- f) Give leadership opportunities to a wide variety of pupils regardless of sex.

Whenever Mrs. Taki is involved in meetings at zonal or district level, she tries to encourage her colleagues and senior officers, to consider the importance of **role models**. The numbers of female headteachers, deputies, TAC Tutors, and Inspectors are very low compared to the male counterparts in rural areas. She, herself, is an exception to the rule, but she hopes that one day, more positive attitudes will result in the promotion of more women teachers.

Any officer, whether male or female, must be selected according to qualifications and ability. In addition, Mrs. Taki accepts that the women officers, be they headteachers, TAC Tutors, or Inspectors will have to undertake all duties, including travelling in difficult areas, with equal commitment. In other words, accepting a position means accepting all the responsibilities and requirements that go with it.

TAC TUTOR WORKSHEET 2 G

TASKS

- (i) In pairs, design an imaginative, illustrated chart on some aspect of good primary practice. Encourage teachers in your zone to design similar charts, and take them back to their schools.
- (ii) Plan a workshop for teachers on the use of groups as a technique. Think of specific activities in each subject where group work would be a useful alternative to lecture method, then get your nearest school to demonstrate group-work in different subjects and classes to teachers from other schools. Use your resource teachers to assist you.
- (iii) Carry out your own research in the schools in your zone, on how girls and boys are treated in class and school, and also the position of women teachers in regard to classes assigned, and positions of authority. Afterwards, plan an awareness seminar where you look at any specific problems you have found. How would you approach this issue with a) headteachers; b) teachers ; c) parents. ?

H. PLANNING, ORGANISING, AND CONDUCTING IN-SERVICE COURSES

1. PLANNING THE IN-SERVICE COURSE

Whenever Mrs. Taki and Mr. Insipekita plan any in-service courses together, they follow a series of **KEY QUESTIONS**, which they have compiled into a simple format, to enable them to cover all the major organisational areas. They keep this in their files and use it when discussing in-service training as part of their monthly programme planning. Although Mrs. Taki is mainly responsible for organising the in-service courses, she always consults Mr. Insipekita, and where possible, involves him in the courses. Here is an example of the questionnaire they use :

PLANNING IN-SERVICE COURSES

- | | |
|--|---|
| 1. WHAT ARE THE NEEDS ? | Which subjects, what level or Standard, and which particular topics ? |
| 2. WHO SHOULD ATTEND ? | All teachers covering that area, key resource teachers, subject panel members, newly appointed teachers, teachers recommended by headteachers, deputy heads or heads ? |
| 3. WHO WILL BE THE TRAINERS ? | TAC Tutor, Inspector, other TAC Tutors or Inspectors, PTC lecturers, key resource teachers, trainers from outside institutions ?
Which topics will each cover ? |
| 4. WHEN WILL THE COURSE TAKE PLACE ? | Any dates to avoid such as sports days, drama competitions, examinations ? Beginning or end of month, end of week, Saturday, market day ?
Have headteachers been consulted earlier ? |
| 5. HOW LONG WILL THE COURSE BE ? | How many topics need to be covered ? How long can teachers be released for ? How early can the participants arrive, and what is the latest they can leave (for a one day course) ?
Can topics be covered in one day, two days or several one day courses spread over weekly or fortnightly intervals ? |
| 6. WHAT MATERIALS WILL BE NEEDED ? | Coursebooks, syllabuses, notebooks, examinations, TAC handbooks, reference books ?
What can be brought by teachers, or supplied by the TAC Tutor ? Will stationery, duplicated handouts, and materials for making learning aids be needed ? If so, who will supply them ? |
| 7. WHERE WILL THE COURSE TAKE PLACE ? | In a school classroom, in the TAC, in a school or community hall ? |

8. WHAT WILL BE THE COST OF THE COURSE ?

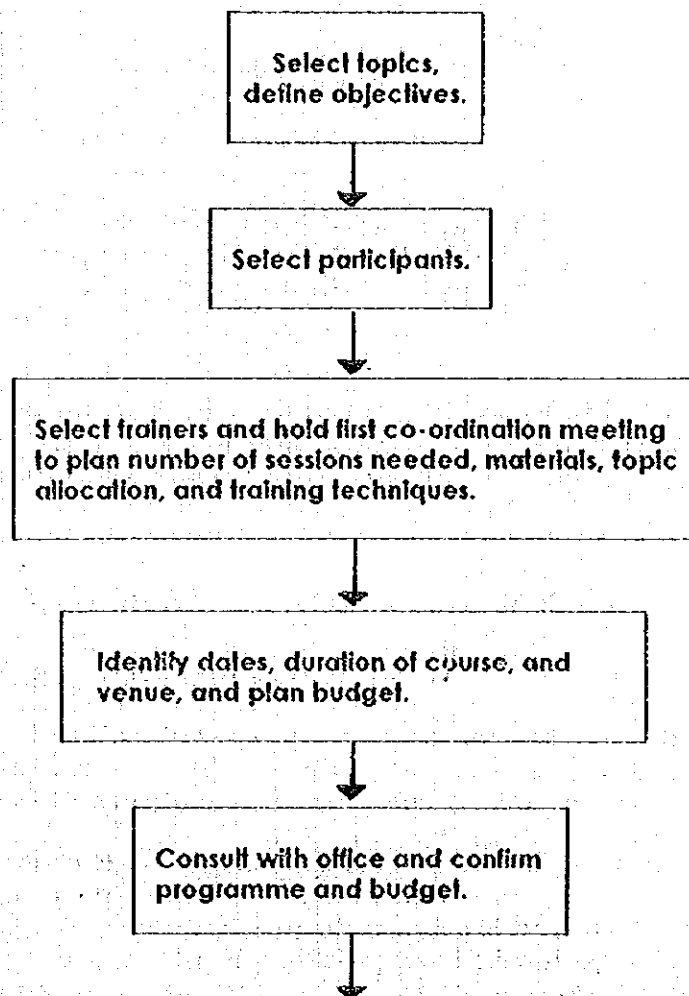
Will teachers' travel and meals costs be covered by themselves or their schools ?
Will sleeping accommodation be needed, and who will pay for it ? Who will provide postage, stationery, and duplicating facilities? Will any trainers' costs need to be covered ?

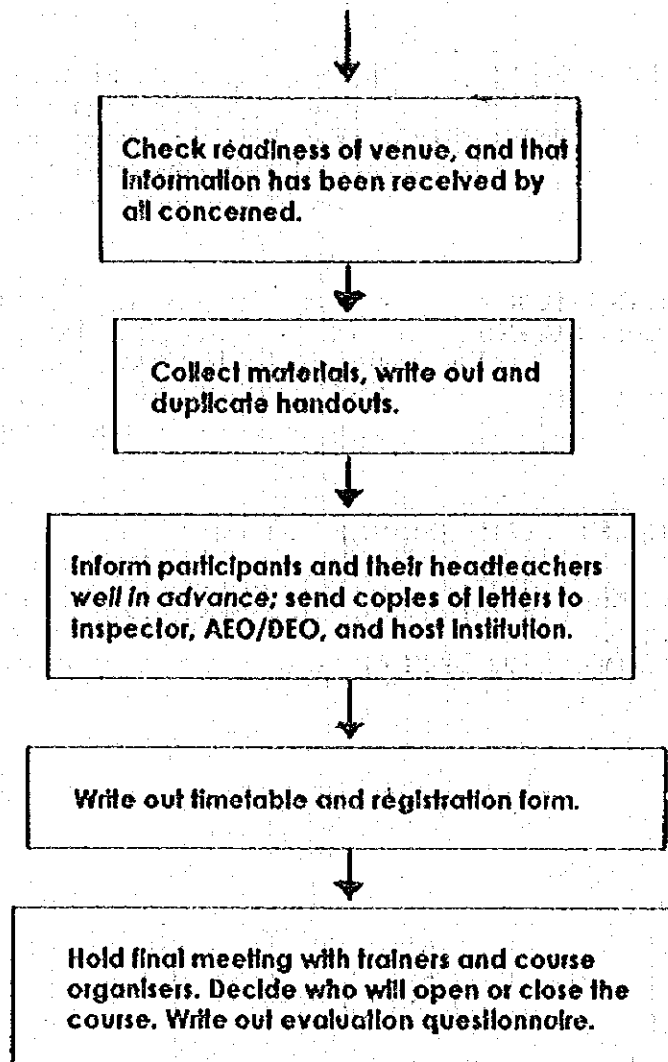
9. HOW WILL THE COURSE BE EVALUATED AND FOLLOWED UP ?

Will participants complete a questionnaire ?
Will there be verbal feedback at the end of the course ? How will the TAC Tutor determine if teachers have found the course ideas applicable to the classroom situation ?

2. ORGANISING THE IN-SERVICE COURSE

Once the course has been planned in detail, the next stage is the actual physical organisation required to ensure its success. The key factor in successful organisation is **COMMUNICATION** and **CO-ORDINATION**. To ensure this happens, Mrs. Taki follows the various stages outlined below :





IMPORTANT After the course is over, a brief report should be written, including a short introduction about the reasons for the course, and how it went, a list of participants and a summary of their evaluation responses. A copy of the report should be sent to the District TAC Tutor/DEO along with recommendations for follow-up visits.

3. CONDUCTING IN-SERVICE COURSES - TRAINING TECHNIQUES

It is important to understand two realities when setting out to in-service teachers in the field. Firstly, teachers have been using certain techniques competently for several years and therefore in-service courses should not imply that they have been '*doing things wrongly*'. In fact, teachers may well resist the acquisition of new skills, if the facilitators devalue the existing ones they are currently making use of.

Secondly, the natural resistance that all human beings have to change, will increase if only **techniques** are dealt with, rather than **attitudes**: it is not much use trying to persuade teachers to use **participatory methods**, if he or she is convinced that pupils are meant to sit quietly while the teacher delivers the goods. In other words, courses often need to deal with **awareness-raising**. For example, teachers might need to consider their own perceptions and development of **language use**, before moving on to improving techniques of teaching **language** in their classes.

It is also important to remember that occasionally, some in-service courses will need to focus on **subject knowledge** and **personal practical skills** because in many technical and scientific subjects, there are often large gaps in the teachers' own knowledge that may need up-dating. In a subject such as English, knowledge of grammar can also be shaky. Clearly, training in teaching techniques alone is not much use, if teachers lack confidence in the subject matter.

Mrs. Taki knows that teachers are more likely to try ideas, if they have a chance to discuss and **participate** fully in the course. Also the closer she can bring them to the real classroom setting, the more likely it is they will be convinced. In addition, believing you must **practise what you preach**, she tries to ensure that there is **variety** in the **training techniques** themselves.

When she and her fellow trainers sit down to discuss how they will put over the material to the teachers, they consider three areas:

a) MODE OF DELIVERY

b) TASK TYPES

c) DATA

a) MODE OF DELIVERY

LECTURE

The lecture format is the least participatory of the training techniques, but can be used bearing in mind the following:

- keep lectures brief (20 mins maximum)
- use lectures to introduce topics or present new information that may be essential to understanding later activities
- base lecture sessions on facts, or if presenting opinions, try to include contrasting views. Do not **sermonise**!
- lectures are better received if accompanied by use of visuals such as blackboard, charts, pictures, and flip-charts. Simple flip-charts can be made by stapling newsprint sheets together and hanging them on a portable blackboard or from the wall.
- handouts or reading done before the course starts can often avoid lengthy facts, statistics or examples being read out
- trainers should try, even in lectures, to interact with the audience, elicit opinions and responses, and **look at them** as he/she speaks to see the response to the information.

PLENARY DISCUSSION

This usually involves all the participants in a structured discussion led frontally by the trainer. Usually it includes:

- points from individual participants
- responses from participants to points raised by colleagues
- responses to questions or points raised by the trainer

GROUP/PAIR DISCUSSION

This approach allows participants more opportunity to exchange experiences and opinions in a more intimate and supportive atmosphere. It encourages participants to suggest their own solutions, and allows them to **'let off steam'** without

feeling constrained by the trainers' opinions or ideas. For group or pair activities to work well, note the following :

- groups should not be too large (about 6/7 persons maximum)
- pairs or threes may be faster and more efficient for some activities, so numbers can be varied
- groups can be mixed to prevent participants from the same school, sub-division, or same sex sitting together (unless this is deliberately required for a certain task)
- report-backs should be brief and strictly-controlled; if reporting on the same task, groups should be encouraged to report only those points not already mentioned by others.
- some report-backs can be done in the form of posters, presenting the groups' findings in written form.
- it is not necessary for all groups to finish all the tasks, otherwise this will bore groups waiting for colleagues to finish. Instead when *most* groups have finished, the trainer can request feedback
- the trainer needs to ensure that groups have understood the instructions (*write* them as well as *say* them), and are on the right track. Without interfering, the trainer should check on the groups' progress, and assist any who need advice.

INDIVIDUAL WORK ASSIGNMENTS

Although there may not be much room for individual work during the course, it will sometimes be useful to ask teachers to come prepared with some task or reading that has been assigned *before* the course itself. Sometimes, small individual tasks can be given during a seminar, as a lead-up to group discussion (see Pyramid Discussion).

DEMONSTRATIONS

The most effective demonstration of a technique or activity is usually done with a normal class of 'real' pupils. This makes it easier for participants to judge how workable the technique really is in the classroom setting. Other variations include using participants as the class (peer-demonstrations) or small groups of pupils, on small tasks (micro-demonstrations). In all cases, a specially prepared observation sheet will assist the participants to focus on key points.

PYRAMID DISCUSSIONS

These are often quite useful as warm-up exercises. They build from individual or pair work to small groups, and even the whole group if necessary. Usually, the activity consists of giving individuals a list of items from which they select a number which they agree or disagree with. Having done that, they form pairs and compare findings until they agree on some key points. The pairs then link up with another pair (or larger group) and try to reach a consensus on the topic.

TEAM TRAINING

Running a zonal course with only one trainer is hard on the trainer, and also means lack of variety for the teachers. If two or more trainers are available, often a topic can be split in such a way that trainers take alternate activities in the session. This ensures a certain element of freshness and even efficiency in covering the topic.

b) TASK TYPES

Not only can the trainers on an in-service course vary the way they **deliver** the material, but they can also vary the **kinds of tasks** that participants are asked to do as individuals, pairs, groups, and in plenary discussion. Below are examples of such **different tasks** :

- 1. Devise/Prepare** Participants might be asked to prepare a short micro-teaching session, a lesson plan, or a mathematics or language game.
- 2. Compare** Participants can be asked to look at two different exercises in a textbook, or perhaps two different compositions written by pupils, and comment on the strong/weak points of each.
- 3. Evaluate** For example, participants may observe a demonstration lesson and evaluate the effectiveness of the techniques, or the response of the pupils.
- 4. Adapt** One activity that is quite common is to ask teachers to take an exercise or passage from a coursebook, and adapt it to create a more effective or comprehensive practice activity.
- 5. Improve** Participants can be asked to look at examination questions, and improve the rubric so that they are less ambiguous, or more valid.
- 6. List** A very common activity is to ask participants in a group or pair to make a list of points in response to a passage, composition, or questions posed by the trainer on some aspect of teaching.
- 7. Rank** Participants are given a series of points, statements, opinions, or techniques, and asked to put them in order of priority, or usefulness or even excellence (according to their opinion).
- 8. Select** Participants can be asked to look at a variety of games, puzzles, or other activities supplementary to the coursebooks, and select which ones might be appropriate for lower primary or for upper primary. Another example is asking participants to select which readers would be suitable for which Standards.
- 9. Classify** Often, participants can be given a variety of activities, objects, or texts to look at, and to put them in different categories according to the requirements of the task. In science, for example, one can ask participants to classify certain pupil activities according to whether they develop the skills of Observing, Classifying, Measuring, or Communicating.
- 10. Describe** Participants are asked to give details of how they go about teaching a certain topic, or describe the kind of problems their pupils encounter in approaching certain aspects of the syllabus.

(c) DATA

In terms of the different kinds of raw materials available to trainers, there is a wide variety of data that teachers can produce or be given access to, as part of a group/pair discussion, or some kind of pre-course preparation. Some of this data might need to be duplicated, but some can be obtained without expensive reproduction. Here are some examples :

Personal Experience	A good in-service course should allow participants an opportunity to include their own experiences and opinions, perhaps as part of a task to rank the effectiveness of certain techniques.
Case Studies and Diaries	Between one course and another, teachers can be asked to record over a period of time, observations on pupils, textbooks, their own teaching, or perhaps a reading programme. This data can be used as a basis for discussion in the next course.
Textbooks/ Syllabuses	It is comparatively easy to get hold of the established coursebooks and syllabuses for a variety of exercises examining key areas or exercises in the books and assessing their usefulness.
Lesson Observation	A large amount of information can be gathered from observing a 'real' lesson in a school, especially if participants are prepared beforehand, and are given guidelines to focus on key points in the lesson.
Peer/Micro Teaching	In order to provide initial material for discussion, a trainer can choose to present a series of techniques and activities through a micro-lesson lasting a few minutes, using participants as an imaginary class. This would normally be followed by discussions in pairs, groups, or even in plenary session.
Lesson Plans/ Schemes of Work	Authentic or sample lesson plans/schemes of work can be used for for tasks involving Evaluating or Improving/Adapting.
Pupils Written Work	Using actual written work may often assist in courses concerning Composition Work, Testing, or Handling different kinds of Errors.
Articles/ Books	The TAC Tutor may find that although teachers may not always have time to consult reference books, key extracts taken from them, and duplicated can be used as materials to stimulate discussion or focus on a particular point. Similarly, newspaper sections on Education often have thought-provoking articles that can be cut out and put on the wall for participants to read, prior to discussion.
Examinations	Past examination papers often provide useful data for courses, and can be used for a variety of tasks and activities.