MSCE
Resit support guidance

Tutor handbook

Forum for African Women Educationalists in Malawi (FAWEMA)

"Supporting Girls and Women to Acquire Education for Development"

The Open University

UKaid from the British people

Keeping Girls in School scholarship programme
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For more information regarding The Open University Keeping Girls in Schools Project see:
www.open.ac.uk/about/international-development

For more information about the TESSA programme see:
www.tessafrica.net

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MSCE Resit 2016 Support

Tutor Handbook

Contents

Introduction	4
What you need to do	5
KGIS Tutorial Plans	6
Monitoring scholars' progress and giving feedback	12
Appendix 1 - Monthly Tutorial Report Form	14
Appendix 2 - Example of Test Result Record	18

Introduction

Welcome back to the Keeping Girls in School (KGIS)/Malawi Access to Teaching Scholarship (MATS) project and thank you for agreeing to continue in your role as a tutor supporting scholars to resit some MSCE exams. Last year your support and expertise as a KGIS tutor helped many scholars successfully pass their MSCE exams, but some still need your guidance and support in their studies this year to resit some exams. Your role this year will be crucial in advising the scholars how to learn from their experience last year to be successful this year, and to develop further their knowledge in your subject/s. You should also encourage the scholars to speak with the fellow scholars in their community and school who have passed MSCE exams last year.

In this handbook we offer you some guidance on how to use the existing KGIS/MATS MSCE resources, as well as your own experience in supporting learners in MSCE, your first tutorial to ensure you are familiar with the aspects the scholars in your group struggle most with which will help you to plan tutorials with their needs in mind, a new 30-minute test we are introducing in tutorials and a form you will need to submit to FAWEMA on tutorial attendance and the activities undertaken in your tutorials.

We recognise your experience in supporting learners as a teacher in Malawi schools during many years and last year as a distance learning tutor in the KGIS/MATS programme supporting the scholars in independent self-study. We want the scholars to benefit from this. As a KGIS/MATS tutor this year, we would like you to continue drawing on this experience in conjunction with the MSCE tutor resources provided to you and the MSCE study resources provided to scholars last year.

Your role as a tutor

Your role as a tutor is to provide guidance to the scholars and give them on-going motivation and encouragement. In independent self-study it is essential for students to know what they have to do to improve, and how to move to the next step. Your role is to help the MATS scholars in your tutor group to become independent learners.

You are not expected to teach scholars the full secondary school curriculum. Your role is to guide them through their independent self-study, support them in their studies in your specific subject/s and prepare them for the MSCE exams.

A tutor does not lecture the class. A tutor is a ‘guide on the side’ to the learners in the group.

What you need to do

We have listened to your feedback expressed in the tutor review meetings you participated in last year, and we have made some changes to your role as a tutor and your input into the KGIS/MATS programme. The main changes are:

- Tutorials will take place between February and June (or the date of the MSCE exams) this year.
- You will continue to deliver two 3-hour long tutorials each month on Fridays for each subject you are contracted for.
- You will need to plan each tutorial before it happens including the different activities you will ask scholars to complete, and identify what your next tutorial will be about to allow you to give some tasks to scholars to prepare for the next tutorial.
- You will need to complete the Monthly Tutorial Report form which includes a scholar attendance record for each tutorial and a detailed record of what activities the tutorial covered. You will need to send the completed Monthly Tutorial Report form by email to FAWEMA by the end of each month. (You can find guidance on how to complete the Monthly Tutorial Report form later in this handbook and the form in Appendix 1).
- 30-minute test: Each month, you will need to prepare, administer, mark and provide feedback to scholars on a 30-minute test they will undertake in one of your tutorials. (Further information on this test can be found later in this document) You will find it useful to keep a record of the completion and results of these tests for each scholar as this will assist you in assessing their progress and in completing the Monthly Tutorial Report form to send to FAWEMA (you can find an example tutorial test record form in Appendix 2).
- When you become aware of difficulties a scholar is experiencing in her MSCE study, you need to report this to FAWEMA immediately.

Using and adapting the KGIS Tutor's Folder

In the KGIS Tutor's Folder you received last year there is useful guidance on your role and how to use the KGIS/MATS MSCE resources to support your role as a tutor. Go back to the folder and read again through the sections 'Guidance for MSCE Tutors for KGIS Scholars' and 'MSCE Tutorial Plans'. Use these sections to reflect on your work as a tutor last year and think how you can use this experience and the resources provided to support the scholars this year to successfully pass the MSCE exams in your subject.

KGIS Tutorial Plans

This year you will have fewer tutorials than last year as these will only occur between February and June (or the date of the exam in your subject/s). Last year in the Tutor's Folder we provided you with a number of tutorial plans for your own subject/s to support your role as a distance learning tutor. This year you will need to use your own experience to adapt these to the needs of the scholars in your group. In the tutorials this year, you should use the resources the scholars have access to in their KGIS/MATS folders, but we recognise that last year you found it very helpful to supplement these with some of your own resources. We do encourage you to continue doing this but be aware that all scholars in your group might not have access to these.

The first tutorial

This year you will be supporting Scholars to resit an exam which they already experienced last year. Use some of the first tutorial to discuss with scholars their experience of the exam, what they found easy or difficult, how will they find more time to study this year (as the time used last year was not enough to pass the exam)…

It is important that you discuss with the scholars in your group which Units from the MSCE study resources they found most difficult, as this will help you plan the tutorials for this year. You might find that not all scholars will agree on the units they found difficult. In these cases you can use the scholars who found a specific unit easy as a support in the tutorial to share her understanding of the topic and help the others.

Monthly Tutorial Report

You should keep a record of what you do in each tutorial, the scholars attending or not each tutorial, and the results of the 30-minute tests you do in your tutorials. We have provided you with a Monthly Tutorial Report form for you to keep these records and use to report progress to FAWEMA. You can find this at the back of this handbook (Appendix 1), and it will have been sent to you by email by FAWEMA.

You will have to return this form to FAWEMA by email after your last tutorial of the month. Each report will cover the two tutorials you offer for each of your subjects in a month. If you are a Maths and Biology tutor for example, you will need to complete a form for the Maths tutorials, and one for the Biology tutorials. You might find it useful to complete the sections of the 1st tutorial after this tutorial, and then save it to complete the sections of the second tutorial at the end of the month.

In the first page, we ask you to include general details about you and your tutorials: your name, the subject and month of the tutorials you are reporting on, and the number of scholars in your tutor group. Then a few aspects on the tutorials: the District, Zone and location of your tutorial. By location, we mean the TDC or secondary school where the tutorial takes place.

Your reflections on the tutorials: In these boxes, we ask you to write how you think your tutorials went. You can include your thoughts on aspects such as: Did the scholars participate in all activities? Do you feel your plan worked well? Did the scholars ask you for any additional topics? If so, wat did you do? How did the 30-minute test work? Was it enough to have 30 minutes? Did the scholars need more time? Did you have all the resources you needed for the tutorial? Did the scholars arrive in time? Were there any disruptions to your planned activities?

Activities at the Tutorial: We have provided you with 2 tables to include the activities you have completed in each of the 2 tutorials you have each month.

- Tutorial 1: Date and time of the tutorial:
  for example Friday February 19th, 8.30 to 11.30.
- Tutorial 1 MSCE Units/Topics covered: you need to indicate which main aspects or topics you will cover. You should relate this to the MSCE units or the tutorials in the KGIS/MATS resources. (You can find this information in the content pages of your tutor MSCE Folder.) For example:
  - English Unit E4: English Language and literature, and English tutorials 6, 7 and 8.
  - Maths Unit M1: Numeracy and probability, and Maths tutorials 1, 2 and 3
  - Science Unit S5: Organic Chemistry and Science Tutorials 11 and 12,
  - Biology Unit B2: Respiration; and Biology Tutorials 4 and 5.

After this, for each activity you do in the tutorial, we ask you to write:

- Time: how long you devoted to this (15 minutes, 30 minutes, 1 hour…)
- 'Activity summary': What did you do? What did the scholars do? Did they work individually, in pairs, groups of 4? Was it a whole group activity?
- 'Comments on activity': how did the activity work? Did the scholars understand from the beginning? Did you have to give them more guidance? Did they help each other?

30-minute test: As indicated above, each month you will need to ask scholars to complete a 30-minute test at a tutorial. You will then score the test and return the test to the scholars at the next tutorial with the score and written feedback. In this section of the 'Monthly Tutorial Report' form, you need to include what the test question or activity the scholars completed. You also have to record the result of the test for each scholar in the Attendance and test results page at the end of this form.

Tasks set after tutorial 1 or 2: In this section we ask you to indicate what you asked the scholars to revise, review and concentrate on for the next tutorial. You should indicate this using the KGIS/MATS MSCE unit titles (which you can find in the contents page of your MSCE tutor folder).

Attendance and tests results for the month: In this table, you need to write the name of all the scholars in your tutor group, and record their attendance and results in the 30-minute test for this month. If they have not attended the tutorial, and you know the reason or you have followed up this with any actions (text message to scholar, contacted FAWEMA…) please write this in the 'Follow up actions taken'.

Tutor Signature; Date returned to FAWEMA: Before you return the form to FAWEMA, you need to write your name and include the date you return the form to FAWEMA by email.

30-minute test

Many of you indicated last year that it was difficult to know what the scholars were studying and how they understood crucial aspects of the curriculum. We agree it is important to monitor the scholars' progress and we are asking you to create a 30-minute test that scholars can undertake in a tutorial each month. This will allow you to identify an area of the curriculum in your subject which is crucial and assess the scholars understanding of it.

The 30-minute test could include a question from a past MSCE exam, an activity from the KGIS MSCE resources, an activity you use with your learners in school, or a new activity you have designed yourself to assess a specific aspect in your subject. We are limiting this to 30 minutes as it is important not to use too much of the tutorial time in doing tests, but this limited time also helps the scholars to work in strict time settings which they will need to do in the exams.

After the scholars have completed the 30-minute test, you should take the tests with you, mark them all for the following tutorial and provide detailed written feedback to each scholar. As well as awarding a percentage based grade to the test, you should provide some written feedback on how the scholar has performed, how she could have done better and what area of the KGIS MSCE resources she needs to revise.

In the next tutorial you will use this test as reinforcement of the aspect the test covered. You should start by returning the tests to the scholars, allowing them time to go over your marking and your written feedback, explaining the activity to them and clarifying any queries they might have.

Assessing progress and performance

Assessing students' learning has two purposes:

Summative assessment looks back and makes a judgement on what has already been learnt. It is often conducted in the form of tests that are graded, telling students their attainment on the questions in that test. This also helps in reporting outcomes. This is the type of test the MSCE exams are.

Formative assessment (or assessment for learning) is quite different, being more informal and diagnostic in nature. Teachers use it as part of the learning process, for example questioning to check whether students have understood something. The outcomes of this assessment are then used to change the next learning experience. Monitoring and feedback are part of formative assessment. This is what the 30-minute test you are developing for the tutorials will aim to do.

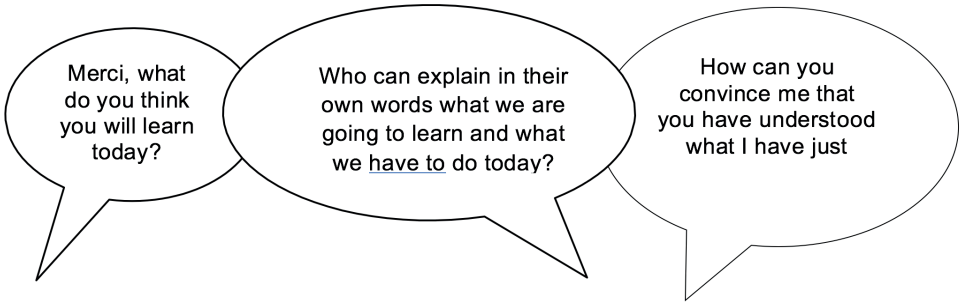
Formative assessment enhances learning because in order to learn, most students must:

- understand what they are expected to learn
- know where they are now with that learning
- understand how they can make progress (that is, what to study and how to study)
- know when they have reached the goals and expected outcomes.

As a KGIS/MATS tutor and a teacher, you will get the best out of your scholars or learners if you attend to the four points above in every lesson. Thus assessment can be undertaken before, during and after instruction.

Before: being clear about what your scholars will learn

When you decide what the scholars must revise and reinforce in a tutorial, you need to share this with them. Carefully distinguish what the scholars are expected to learn from what you are asking them to do. Ask an open question that gives you the chance to assess whether they have really understood. For example:



Give the scholars a few seconds to think before they answer, or perhaps ask them to first discuss their answers in pairs or small groups. When they tell you their answer, you will know whether they understand what it is they have to learn.

Before: knowing where scholars are in their learning

In order to help your scholars improve, both you and they need to know the current state of their knowledge and understanding. Once you have shared the intended learning outcomes or goals of your tutorial, you could do the following:

- Ask the scholars to work in pairs to make a mind map or list of what they already know about that topic, giving them enough time to complete it but not too long for those with few ideas. You should then review the mind maps or lists.
- Write the important vocabulary on the board and ask for volunteers to say what they know about each word. Then ask the rest of the class to put their thumbs up if they understand the word, thumbs down if they know very little or nothing, and thumbs horizontal if they know something.

Knowing where to start will mean that you can plan tutorials that are relevant and constructive for your scholars. It is also important that the scholars are able to assess how well they are learning so that both you and they know what they need to learn next. Providing opportunities for them to take charge of their own learning will help to make them life-long learners.

During: ensuring scholars' progress in learning

When you talk to scholars about their current progress, make sure that they find your feedback both useful and constructive. Do this by:

- helping scholars know their strengths and how they might further improve
- being clear about what needs further development
- being positive about how they might develop their learning, checking that they understand and feel able to use the advice

You will also need to provide opportunities for scholars to improve their learning. This means that you may have to modify your tutorial plans to close the gap between where your scholars are now in their learning and where you wish them to be. In order to do this you might have to:

- go back over some work that you thought they knew already
- group scholars according to needs, giving them differentiated tasks
- encourage scholars to decide for themselves which of several resources they need to study so that they can 'fill their own gap'

After: collecting and interpreting evidence, and planning ahead

During your tutorial, it is important to:

- find out how well your scholars are doing in each activity and their studies
- use this to inform your planning for the next tutorial and the tasks you give them for the following tutorial
- feed it back to students

Monitoring scholars' progress and giving feedback

Improving scholars' and learners' performance involves constantly monitoring and responding to them, so that they know what is expected of them and they get feedback after completing tasks. They can improve their performance through your constructive feedback.

Monitoring

Effective teachers monitor their students most of the time. Generally, most teachers monitor their learners' work by listening and observing what they do in class. The sane is required of a KGIS/MATS tutor.

Monitoring scholars' progress is critical because it helps them to:

- achieve higher grades
- be more aware of their performance and more responsible for their learning
- improve their learning

It will also help you as a tutor to decide:

- when to ask a question or give a prompt
- when to praise
- whether to challenge
- how to include different groups of scholars in a task
- what to do about mistakes

Scholars improve most when they are given clear and prompt feedback on their progress. Using monitoring will enable you to give regular feedback, letting your scholars know how they are doing and what else they need to do to advance their learning.

This is what we are asking you to do when you grade the 30-minute test and provide written feedback to the scholars: you need to tell in writing to scholars where they have done well, and how they can do better.

Giving feedback

Feedback is information that you give to a scholar or learner about how they have performed in relation to a stated goal or expected outcome. Effective feedback provides the scholar with:

- information about what happened
- an evaluation of how well the action or task was performed
- guidance as to how their performance can be improved

When you give feedback to each scholar, it should help them to know:

- what they can actually do
- what they cannot do yet
- how they can improve

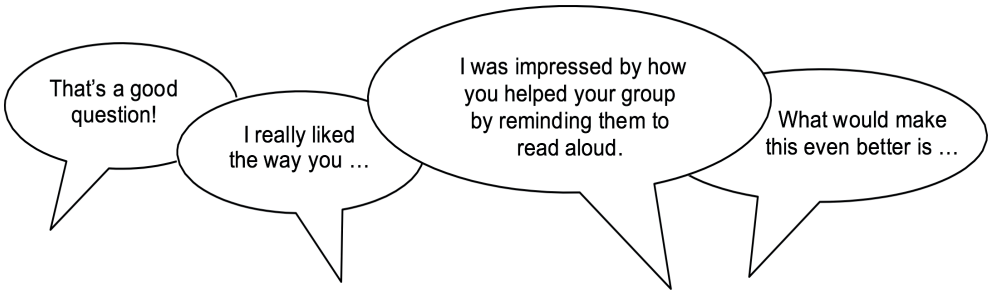
It is important to remember that effective feedback helps learners. You do not want to inhibit learning because your feedback is unclear or unfair. Effective feedback is:

- **focused** on the task being undertaken and the learning that the learner needs to do
- **clear and honest**, telling the learner what is good about their learning as well as what requires improvement
- **actionable**, telling the learner to do something that they are able to do
- given in **appropriate language** that the learner can understand
- given at the **right time** – if it's given too soon, the learner will think 'I was just going to do that!'; too late, and the learner's focus will have moved elsewhere and they will not want to go back and do what is asked

Whether feedback is spoken or written in the learners' work or the scholars' 30-minute test, it becomes more effective if it follows the guidelines given below.

Using praise and positive language

When we are praised and encouraged, we generally feel a great deal better than when we are criticised or corrected. Reinforcement and positive language is motivating for the whole class and for individuals of all ages. Remember that praise must be specific and targeted on the work done rather than about the student themselves, otherwise it will not help the student progress. 'Well done' is non-specific, so it is better to say one of the following:



When writing feedback to the scholars, you can write statements such as:

'Well done this answers the question asked.'

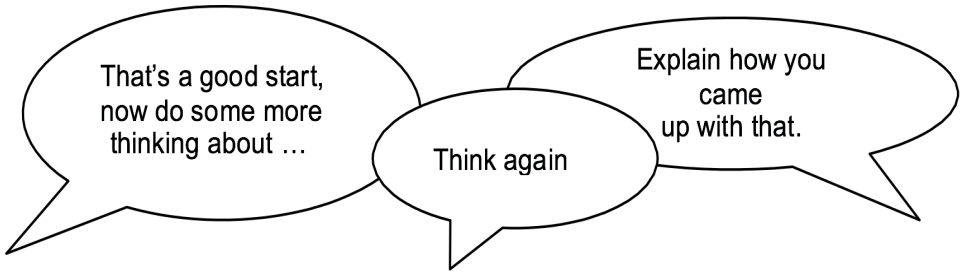
'Excellent, the result of your equation is correct.'

'Very good explanation of the experiment', '…of the novel's plot'

'Excellent, you have included all the points that were required in your answer'

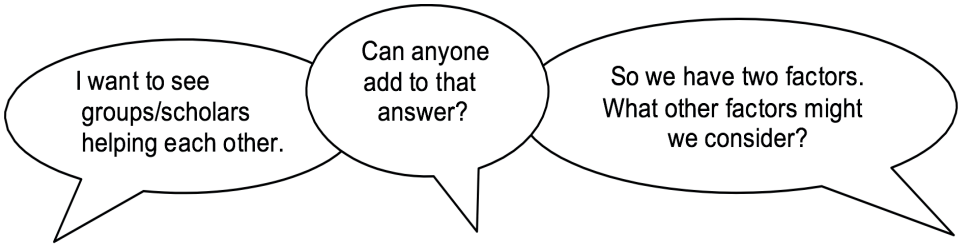
Using prompting as well as correction

The dialogue that you have with your scholars helps their learning. If you tell them that an answer is incorrect and finish the dialogue there, you miss the opportunity to help them to keep thinking and trying for themselves. If you give learners a hint or ask them a further question, you prompt them to think more deeply and encourage them to find answers and take responsibility for their own learning. For example, you can encourage a better answer or prompt a different angle on a problem by saying such things as:



It may be appropriate to encourage other scholars to help each other.

You can do this by opening your questions to the rest of the group with such comments as:



Correcting students with a 'yes' or 'no' might be appropriate to tasks such as spelling or some mathematical questions. , but even here you can prompt scholars to look for emerging patterns in their answers, make connections with similar answers or open a discussion about why a certain answer is incorrect.

When providing written feedback to the scholars in their 30-minute test, you can include comments such as:

'This is a good start, but you have not considered…'

'Do you think this experiment would be different in other conditions? Do you need to explain this in your answer?'

'Your interpretation is correct, but can this have a different interpretation?'

'The outcome of the operation/experiment is correct, but could you have done it differently?'

Appendix 1: Monthly Tutorial Report form

Name	Subject	Date sent to FAWEMA	Month
Number of scholars in group	District	Zone	Location

Your reflections on the tutorials this month (i.e. what worked well, what didn't work well, comments, scholar performance, etc.)

Tutorial 1	Tutorial 2

Activities at the tutorial: Please provide a summary of the activities undertaken at each tutorial.

Tutorial 1 Date and Time:
Tutorial 1 MSCE Units/Topics covered: from the KGIS-MATS MSCE resources, what MSCE study units or topics did the tutorial include?

Time	**Activity summary** (what topic did it cover and what was the activity: written exercise, group task on a reading, discussion, quiz, test…)	**Comments on Activity** (scholars' reception, difficulties...)

Tutorial 2 Date and Time:
Tutorial 2 MSCE Units/Topics covered: from the KGIS-MATS MSCE resources, what MSCE study units or topics did the tutorial include?

Time	**Activity summary** (what topic did it cover and what was the activity: written exercise, group task on a reading, discussion, quiz, test…)	**Comments on Activity** (scholars' reception, difficulties...)

30-minute test: Each month you will ask scholars to complete a 30-minute assessment test. Please provide the questions or activities that you included in this months' assessment test.

Tasks set after tutorial 1: What units/topics from the KGIS-MATS MSCE resources did you ask scholars to revise in their self-study time in preparation for the next tutorial?

Tasks set after tutorial 2: What units/topics from the KGIS-MATS MSCE resources did you ask scholars to revise in their self-study time in preparation for the next tutorial?

Scholar Name	Tutorial 1 Attendance	Tutorial 2 Attendance	Reasons for Absence	Follow up actions taken	Result in this month's test
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

Tutor signature:

(Attendance: / = present, * = late, 0 = absent)

Appendix 2: Example of Test Result Record

2016 KGIS-MATS MSCE test result record

Tutor: _____ **Subject:** _____

Scholar's result: please indicate the percentage based grade the scholars achieved in each assessment test. If any scholars were not present indicate NOT PRESENT.

	Scholars' Name and Surname (Please include all scholars in your group)	**Test 1:** **Date:** **Topic:**	**Test 2:** **Date:** **Topic:**	**Test 3:** **Date:** **Topic:**	**Test 4:** **Date:** **Topic:**	**Comments:** use this column to add comments on the student's performance
1						
2						
3						
4						
5						
6						
7						
1						
8						
9						
10						

Notes

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Keeping Girls in School scholarship programme
Funded by UKaid from the UK government