

School experience

# Introduction to school experience year 1

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Mentor handbook



The Open  
University



Keeping Girls in School scholarship programme  
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# ‘Keeping Girls in School’ Scholarship Programme

## School Experience Year 1

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# Your role as a Mentor in the KGIS programme

## Being a Mentor

You have been selected to mentor a Scholar in the Malawi Keeping Girls in School (KGIS) Access to Teaching Scholarship project because you are an experienced primary teacher in Malawi. Your involvement will offer the Scholar the opportunity to learn from your experiences and your expertise as a primary school teacher.

At the same time, mentoring offers you the opportunity to develop your own professional skills. During the time the Scholar is spending two years on her 'School Experience' programme, you, as her Mentor, will help to give her insight into the teaching and learning in the primary school, to advise her on how to support the teaching and learning in a Standard 1 or 2 class in her first year, and in a Standard 7 or 8 class in her second year, and to understand how primary schools work.

Your frequent and regular discussions with the Scholar every two weeks will give you the opportunity to reflect regularly on all the teaching and learning which takes place in a primary school. Your colleagues, the school you work in, and your local community will benefit from the skills you develop as a Mentor.

## What is mentoring?

Mentoring is the willingness and ability to support another person who is developing in a profession. Mentoring is a way of helping a new member of staff or someone who is thinking of joining the profession. As a Mentor, you provide advice from your experience. Mentoring requires communication skills and the ability to inspire confidence. Mentoring is listening, supporting and guiding.

Mentoring is *not* supervising. You do not tell the other person exactly what to do, and you are not responsible for solving the other person's problems. You are there to listen, to make suggestions, to offer advice, and to be positive and encouraging.

Being a Mentor can also benefit you. As a Mentor on this Keeping Girls in School (KGIS) project, you can be a strong role model for girls and women. Mentoring can help you to appreciate your own knowledge, skills and experience. Being a Mentor is a professional achievement.

**It is important that you always treat these women in a professional manner, honouring your profession as a teacher and supporting the empowerment of women through education.**

## Your role as a Mentor in the KGIS Scholarship Programme

So, congratulations on joining the Keeping Girls in School (KGIS) Access into Teaching Scholarship Programme and becoming a Mentor. This is an exciting opportunity for you to take steps towards supporting girls' education in your community and towards your own personal and professional development. The women Scholar(s) you are working with are taking on responsibilities as a role model for girl students in the primary school. And you are also a role model for these women Scholars as a teacher and Mentor. By the example the Scholars set for children, especially for girls, they will encourage learners to stay in school, and your support in this is crucial.

*Thank you for agreeing to be a Mentor for a Scholar in your school! We hope you find this experience rewarding, interesting and beneficial.*

## **Background to the ‘Keeping Girls in School’ (KGIS) programme**

The four-year ‘Keeping Girls in School’ programme runs from 2013 to 2016 and is funded by DFID Malawi. TESSA (Teacher Education in Sub-Saharan Africa) is partnered in this project by FAWEMA, the Forum for African Women Educationalists in Malawi.

This project aims to help keep girls in school by recruiting more women from rural communities in Malawi into primary schools. The two-year Scholarships provide pathways into teacher training while encouraging the women to remain in their community. For the Scholar, the Scholarship combines a two-year ‘School Experience’ programme as a Teaching Assistant, attached to a local primary school, with structured study to upgrade her Malawi Secondary Certificate of Education qualifications to a level where she can apply to teacher training. During the two-year School Experience, the Scholar acts as a role model, supporting girls and girls’ education in the school.

The Scholarship will increase the number and presence of women in primary schools, especially in areas where there are few women members of staff. The Scholarship is for 2000 women in four districts across Malawi.

Each scholarship provides:

- Placements for Scholars in primary schools for two years, helping in Standard 1 or Standard 2 in the first year and in Standard 7 or Standard 8 in the second year. The Scholar follows a comprehensive week by week School Experience programme for the 2 years, and she is provided with all the materials for this. In her School Experience, the Scholar will be supported by a Mentor – you! – because you are an experienced primary teacher in or near the placement school. As a Mentor, you are provided with this Mentoring Guide, which takes you step by step through how to support the Scholar.
- The Scholar is also provided with distance learning materials and tutorial support for MSCE study (in the priority subjects: Maths, Physical Science, Biology and English). The Scholar will be supported by MSCE Tutors who are qualified secondary teachers.
- Support for a teacher training application. Scholars will need support and advice as they study for MSCE, and help in the primary school. They will need to talk with someone who has experience as a primary teacher and who knows the placement school.

## **Aims for the role of Mentor**

There are two main aims for you in your role:

- Supporting girls’ education through your work with the women Scholars
- Developing your own professional skills in teaching and leadership through your work as a Mentor.

Both these aims are important. You have a vital role in guiding the Scholars through the two years of their School Experience.

## **Your role as a Mentor to Year 1 Scholars working in Standard 1 or 2**

During the first year that the Scholars are in school, they will be working in a class in either Standard 1 or Standard 2. The Scholars need a good induction into the school and support to get to know how the school works, how they can help in the classroom, to get to know the students they will be working with and what the students are learning. It is really important that the first year goes well for them; that they establish themselves in your school; and that by the end of the year they are known and respected for their work. Remember in their second year, they will be working with much older girl students in Standard 7 or Standard 8, so in their first year they need to develop a really good understanding of how to support teaching and learning and how to be role models to the students in the school.

This might be the first time the Scholars are back in a primary school after many years. The Scholars might have had a bad experience in their previous schooling which might affect their confidence and presence in the school, so they will need an induction to their new role in the school. The School Experience Year 1 programme aims to develop their confidence and clarify their new role, identifying tasks and activities they will undertake during their School Experience days in your school. As an experienced teacher yourself, your role as a Mentor will be crucial to help their induction to the school and their role as Teaching Assistants in Standard 1 or 2 classrooms.

Your role as a Mentor in Year 1 includes providing advice and guidance based on your experience as a teacher:

- supporting the Scholar's induction to the school helping her to know how the school works
- helping the Scholar to understand the roles of the other adults present in the school and how they impact on the learners' learning and development
- supporting the Scholar to become familiar with the school curriculum, particularly in Standards 1 and 2
- helping the Scholar to develop her confidence and gain the respect of Standard 1 and 2 children
- supporting the Scholar in her role as a Teaching Assistant alongside the class teacher to support groups of learners following guidance and advice from the teacher
- working with the Scholar to establish herself as a presence and a role model in the school
- helping the Scholar to identify and discuss some of the obstacles in their lives that girls encounter in completing primary school
- starting with the Scholar to develop ideas about how some of these obstacles might be overcome
- looking forward to Year 2 of the programme when the Scholar will be working with Standard 7 and 8 learners and how she can support girls to overcome the obstacles they might encounter in the completion of primary schooling.

## Your professional development

It is also important that you are gaining from your involvement in this programme. Your work with the Scholars during the two years of their programme will help you to develop your expertise in mentoring any new person working in a school. You will learn the kinds of skills that will stand you in good stead if you are asked to guide a less experienced member of staff. You will increase your knowledge and understanding of leadership.

## Materials

**Your learning as a Mentor will come primarily from the written Mentor materials which we are providing you with here. The materials provide a step-by-step guide to your role, guiding you through what the Scholar is doing in each step of her School Experience and what your role is in relation to her learning.**

The Mentor Handbook includes all the School Experience materials the Scholars use. It is important that you understand all the step-by-step details of the School Experience programme they are following each week. So in each unit we have added material at the beginning and end to support you in your role as Mentor and to give you guidance about what the Scholar is doing. Within the written Mentor materials, at the end of each unit there is also space for your own written reflection and questions about your own learning as the year progresses.

It is important for your own professional development that you meet regularly your Head Teacher. In our guidance to the Head Teachers we suggest that they meet with the Mentor every two weeks during the school year. This is to ensure that the Head Teacher monitors the progress of the Scholar/Teaching Assistant and knows about her successes and about any difficulties she is experiencing. It is also so that the Head Teacher understands all the work that you are doing to help the Scholar/Teaching Assistant in her role and how your professional development is progressing. The Head Teacher should sign your Handbook after each meeting with you.

## Workshops

We also provide you with professional development through face-to-face teaching and support. The most important time for this is right at the beginning of your work with the project. You will be given a thorough face-to-face induction into your role, in order to clarify the expectations of how you carry out your work as Mentor and how it contributes to the overall success of the programme. Your role will be explained to you through briefings conducted by experienced teacher educators, through seminar sessions with experienced Mentors, through role play and through question and answer sessions.

During the first workshop you will meet the Scholar or Scholars you will be working with. You will spend time with them during this workshop explaining how you will work to guide them through the two years of their School Experience. The Head teacher of the school where you work/the Teaching Assistant is placed.

There will be another workshop between Year 1 and Year 2 of your work as Mentor, when you will have extensive opportunity to review your role and all your learning as a Mentor during Year 1, and prepare your role as Mentor in Year 2, when the Scholars will be working in a Standard 7 or 8 class.



## Dialogue with the Scholar

During the first year of the programme, you will be working with the Scholar helping her to reflect on her own development as a Teaching Assistant supporting the class teacher and working with groups of learners in Standards 1 and 2. This relationship between the Scholar and yourself, her Mentor, will be a reciprocal learning experience where you can both learn from each other and help each other to develop further in your own roles. Throughout the year you will have professional dialogue with the Scholar which will help you to develop your own professional practice as well as your mentoring skills. Both you and the Scholar will write your own reflections about some of these dialogues. This will help you to record your own thoughts on your professional practice and how it is developing as the programme progresses.

## Dialogue with your Head Teacher

Importantly, as we detail above, we also want you to discuss the progress of the Scholar and your own professional development as Mentor with your Head Teacher. It is vital that the Head Teacher is kept fully informed of the detail of the Scholar's progress. It is also important for you that the Head Teacher is kept fully informed of the detail of your progress as a Mentor.

## Dialogue with other members of your school community

As Year 1 progresses, you will also have the opportunity to get feedback from other colleagues such as other teachers and student teachers in your school, and from other adults in the community, on the impact your role as a Mentor has had more generally on your work in the school and in the community. This will allow you to reflect on your own professional development and identify skills you are gaining as a Mentor which can be transferred to other areas of your professional life.

### When you complete Year 1 of mentoring you will have:

- guided the Scholar through Year 1 of her School Experience
- met with the Scholar every two weeks and in each meeting helped her to reflect on her learning
- guided the Scholar's writing in her School Experience Handbook
- learned from the feedback which the Scholar gives in each end of term review
- discussed the progress of the Scholar with the Head teacher every two weeks
- helped the Scholar prepare for her role in Year 2 of the School Experience, supporting girls in Standards 7 and 8
- reflected at regular intervals (set out in your Mentoring Handbook) on your own professional development
- written your reflections in your Mentoring Handbook for review
- discussed your own professional development as a Mentor with a fellow Teacher, parent or member of the community
- discussed your own professional development as a Mentor with your Head teacher
- developed as a role model in terms of your own behaviour and attitudes towards women and girls in school
- achieved a level of expertise and experience which will help you to work towards project accreditation as a Mentor at the end of Year 2.

## Supporting the Scholar

As a Mentor in this programme, you have three important tasks:

1. Supporting the Scholar in her School Experience. You should meet the Scholar every two weeks during the school year to discuss her progress and to help her plan her School Experience tasks. In this Mentor Handbook you will find a calendar where the meetings are identified – but it will help the Scholar if you have informal discussions more frequently. You may find that you have chats with the Scholar during the school week, after the Scholar has completed an activity or when she is preparing her next one. You should also be willing and able to help the Scholar meet other professionals such as colleagues in other schools, at the Teacher Development Centre or in the district generally.
2. Signing the Scholar's School Experience Handbook at the end of each unit of study. Each fortnight (or every three or four weeks in Theme 3) the Scholar has a unit to study. We suggest you ensure you read the units along with the Scholar to allow you to support her in her role and to familiarise yourself with your role. At the end of each unit there is a space for the Scholar to write a short report and reflect on what she has learned. There is also a space for you to write comments on how the Scholar is doing. By signing each unit, you and the Scholar will confirm that you have had time to discuss her progress. Before signing the unit, you should discuss with the Scholar what she has found easy and difficult since your last meeting, and what she needs to plan for the weeks ahead. Help her to describe what she has seen and done, and learned in the school. In this conversation you might also give her some tips or advice on how to overcome difficulties she might face in her School Experience.
3. Writing your reflections on your own professional development: in this Mentor's folder, you will find space at the end of each unit to write your thoughts on how your own professional practice is developing as a consequence of your role as a Mentor in the programme. You should include your reflections and give examples of activities that have helped you to develop your skills and attributes.

### The Mentor's meeting with the Scholar/Teaching Assistant

Invite the Scholar to describe what she has done so far, looking together at the specific activity or activities in the School Experience units of study.

- Encourage the Scholar to talk about what has gone well.
- Look together at the next activity (or activities).
- Discuss what the Scholar needs to do to prepare.
- If something has not gone well, talk with the Scholar to understand why it did not go well and how she can do better.
- At the end of a unit, sign and date the Scholar's School Experience Handbook.

After the meeting you should take some time to reflect on how the meeting has gone and complete your own reflections in your Mentor Handbook. You might want to identify one or two aspects you want to concentrate on at the next meeting.

In each unit of the Mentor Handbook, you will also find suggestions of aspects you can discuss with the Scholar in your meetings.

## The Scholar's School Experience Framework

All Scholars will complete an induction unit. Then they will work through all the units in Theme 1, Theme 2 and Theme 3 during this first year.

### What to do if things go wrong

As a Mentor you will be helping Scholars to find their way – to develop knowledge, confidence and skills as Teaching Assistants. You must always remember that the Scholar is not a teacher. She is a woman who aspires to become a teacher and will be studying to retake her MSCE exams. On top of all this, she will have many responsibilities in her home. There are times when she might feel discouraged and tired. She needs your professional support.

Your encouragement can help a Scholar to manage her School Experience and her MSCE studies this year. But it is up to each individual Scholar to succeed. If a Scholar is not doing well, there are actions you can take:

- If a Scholar is not helping in the classroom, talk to the class teacher or Head Teacher to see what can be done. Try to find out if the problem is the Scholar's attitude, or if the class teacher is not sure how to manage the Scholar.
- If a Scholar is absent, it is not your job to go and find her. Report the absence to the Head Teacher – who can then alert the District Education Manager. The bursary will be removed if a Scholar is not in school.
- If a Scholar is not doing the School Experience tasks and writing, see if she needs time off from helping in the classroom to catch up.
- If a Scholar is given too much responsibility, such as managing a class alone, you should speak to the Head Teacher who will talk to the District Education Manager. The KGIS Programme strongly discourages this situation.
- If a Scholar is told by the Head Teacher to work longer hours, you should discuss this situation directly with the District Education Manager or with FAWEMA. The Scholar is entitled to time off this year for MSCE study.
- If a Scholar is struggling with MSCE, ask how the MSCE Tutors and a study circle of fellow Scholars can help. There might be resources for additional support at the Teacher Development Centre.
- If a Scholar wants time off from her School Experience to study for MSCE, maybe the time off from school can be made up later – if you, the class teacher and the Head Teacher agree.
- If a Scholar is not getting support from her husband or her family to study and do School Experience, you might talk to these people about the goals of the programme.
- If a Scholar is very upset you can be encouraging. You can try to help her find the way forward. But you can not fix every problem in her life, and she will need to find her own solution.

**Finally, school Mentors are one of the most important parts of the KGIS Scholarship Programme. Without you, the programme could not happen. Mentors help Scholars see how a real school works and what it means in reality to be a teacher. The success of the programme so far is the result of excellent mentoring for scholars in schools. So, thank you for being a Mentor and helping women's Scholar opportunities in Malawi.**



# Mentor's Handbook

## Introduction

Congratulations on joining this programme and becoming a Mentor. This is an exciting opportunity for you to take steps towards supporting girls' education in your community and towards your own personal and professional development. The Scholar you are working with is taking the responsibility as a role model in the primary school, but you are also a role model for the Scholar as a teacher and a Mentor. By the example the Scholars set for children, especially for girls, they will encourage learners to stay in school, and your support in this is crucial.

The Scholarship is a two-year programme and has three parts:

- the School Experience placement in Standards 1 and 2
- the School Experience placement in Standards 7 and 8, and
- the MSCE study.

The Scholar's weeks will be very busy. She will be helping in a local school as a classroom helper and Teaching Assistant. As she does this, she will be working through distance study materials (the School Experience materials) to develop her knowledge, skills and understanding of the teaching and learning process. At the same time, she will be studying for her MSCE using MSCE study units provided to her.

In the primary school she will have your support as her Mentor to help and advise her. There should also be at least one other KGIS Scholar in the school. You might also be her Mentor or she could have another Mentor, but it is important the Scholars work together and support each other through their School Experience.

In this pack you have:

### **A The School Experience Framework**

The framework gives you the structure of the School Experience work the Scholar completes. The framework has three themes and within each theme there are units of study that are a mixture of reading, writing and practical activities.

In Themes 1 and 2, each study unit lasts two weeks. When we speak about two weeks of School Experience, we mean the days the Scholar/Teaching Assistant will be in placement in her local school. As she progresses through the programme, you will see that in Theme 3 the units cover three or four weeks.

In the framework, you will see that the themes have different colours. The Handbook also has these colours to help you and the Scholars to identify where you are.

### **B The 'Who's who guide'**

This explains who the people involved in the Scholarship Programme are. On the left side you can see the people the Scholar will work with in school: the class teachers, the learners, other adults (teachers or others), you as her Mentor and other Scholars. The class teachers and you (her Mentor) will be experienced primary teachers in your school who will advise her during her school experience.



On the right side you can see the people who will support the Scholar outside the primary school: professionals in the Teacher Development Centre, education officials in the district and the zone, her family and her community. The Scholar's family, friends and people in her community can encourage her studies but you also have an important role to play in her development as a Teaching Assistant in the school.

### **C The Study Calendars**

The study calendars show the School Experience and the MSCE study units. It also includes the meetings you will have with your Scholar(s) to discuss progress and development and the tutorials they will have with their MSCE Tutors.

### **D The study units**

In the next pages, you will find an explanation of the terms used in the study units. And after this, the Scholar's School Experience work as a Teaching Assistant begins and your work as a Mentor starts too. In each unit we shall identify one or two aspects you might want to concentrate on when you meet the Scholar(s) to discuss their progress, before you sign off their units.

On the next pages, read the description and fill in the Moni form with your name and details of your Scholar(s).

Perhaps you can copy and display the form at school, so others know about your new role in this programme, why the KGIS Scholars are there, and what they are doing.

### **E An explanation of vocabulary in School Experience units**

All the units the Scholars will be working on during their School Experience have the same format. You will see an example of a unit template with each section explained. Some of the things they will do in school, – for example, when they have to plan a practical activity. For these activities the Scholars might ask you for help or suggestions to organise the activities. But there are other times when they can read and write at home.

At the end of each unit, we also have left a space for the Scholars to sign and date the unit, to confirm they have completed it. If you look back to the Study Calendar you will see that we have indicated where you should have a scheduled meeting with your Scholar/Teaching Assistant. In that meeting, you will discuss the Scholar's progress and look ahead to what she is going to work on next. After the meeting, you should sign the units the Scholar has already completed.

There is also space at the end of each unit for you to write your reflections on your professional development and how working with the Scholar and through the School Experience Handbook has impacted in your role as a Mentor and in your work as a teacher.

**F Information for the Scholars on you as their Mentor**

This section appears in the Scholars’ School Experience Handbook. We have copied it here exactly as it is in that Handbook so that you are aware of what Scholars have been told about your role as their Mentor:

*Your Mentor is a primary teacher who has experience of teaching in a primary school in Malawi. He or she is a teacher in your school, but might not be the teacher in the Standard 1 or 2 class where you do your first placement.*

*Your Mentor will support you in your School Experience throughout your time in school. There are scheduled times every two weeks each term when you should arrange to meet with your Mentor to discuss your progress (as shown in the Study Calendars). However, you will find it very useful if you can talk with your Mentor more regularly while you are in school. You might find that your teachers come to school a bit early or stay after the learners have left, so it may be possible to have a conversation with your Mentor about how things are going in your School Experience. Your Mentor will also be able to help you think about what you have learned and what you need to concentrate on in the next units.*

*Your Mentor needs to sign each unit in your School Experience Handbook. This can be done at the scheduled meetings or if you are meeting more often he or she can sign the units then.*

*Do you know who your Mentor is? Try to find 10 minutes to speak with your Mentor and find out about him or her.*

*When you learn who your Mentor is, find some time to meet and greet this person. Maybe you can ask how long your Mentor has worked in this school and if he or she has ever worked in another school before. After you have introduced yourself, write a little bit about your Mentor in the space below.*

**G Your Scholar(s)**

We would now like you to do the same activity with your Scholar to find out about her.

When you learn who your Scholar is, find 10 minutes or so to meet and greet her. Maybe you can ask her why she is interested in taking part in the KGIS Scholarship Programme. After you have spoken with her, write a little bit about her in the space below.

If you are supporting more than one Scholar, you will need to have a separate meeting with each Scholar.

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We wish you every success in your role as a Mentor in the KGIS  
Scholarship Programme.

***Muyende bwino and Good Luck!***



**Moni!** I am a Mentor in the Keeping Girls in School (KGIS) Access into Teaching Scholarship Programme.

My name is ..... and I am a teacher in Standard ..... in .....

Primary School in..... District.

I am mentoring KGIS Scholars/Teaching Assistants who are local women engaged in a two-year programme that trains them to help teachers and to support learners. This year they are assisting the teacher and learners in Standard 1 or 2, and next year they will be helping in a Standard 7 or 8 class.

I am a Mentor to ..... KGIS Scholar(s). Their names and the class and teacher they are working with this year are:

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.....  
.....  
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There are two main aims in my role as a Mentor:

- supporting girls' education through my work with the women Scholars
- developing my own professional skills in teaching and leadership through my work as a Mentor.

The KGIS Scholars are not teachers. They help teachers and learners. They also have a special job to encourage girls to stay in school.

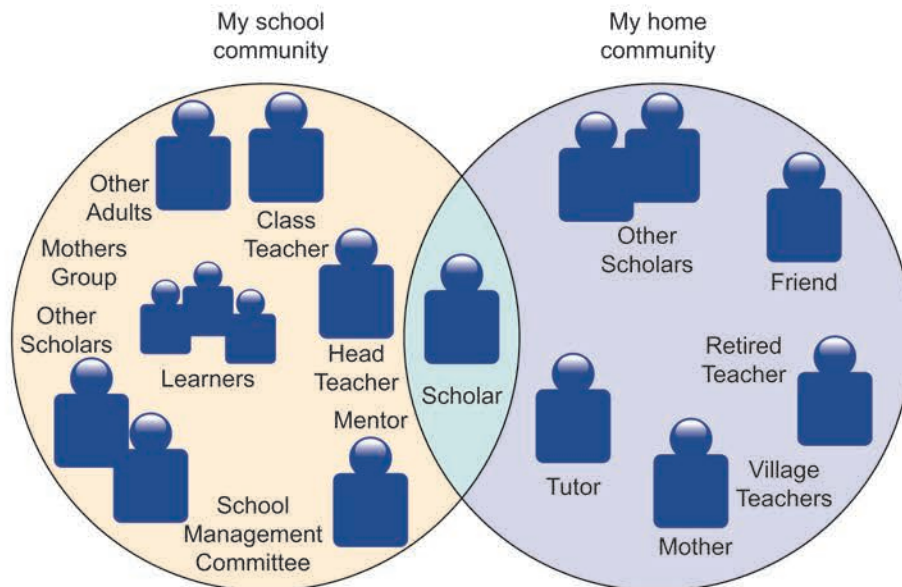
- Here are some of the things they can do:
- Prepare and tidy the classroom
- Call the register
- Distribute books, paper or pencils
- Help the teacher to maintain discipline
- Encourage learners
- Help slower learners
- Prepare visual aids: word lists, mathematical charts, diagrams or pictures
- Mark learners' work, using the teacher's mark guide
- With the teacher's guidance, take children for additional practice or revision
- Write in the sick book, the punishment book and the progress book
- Advise girls who are at risk of leaving school
- Help to prevent harassment of girls
- Be a strong role model for all learners.

# School Experience Framework Year 1

| THEME 1   | THEME 2  | THEME 3   |
|---|--|---|
| <b>Working with others and learning from them</b> | <b>Children learning</b>                         | <b>Classroom activities and learners' subject knowledge</b> |
| Unit 1 My learning life                           | Unit 1 Child-friendly schools                    | Unit 1 Activities for numeracy and mathematics              |
| Unit 2 How the school works                       | Unit 2 Rights of the child                       | Unit 2 Activities for literacy and language                 |
| Unit 3 Observing a classroom                      | Unit 3 Child study                               | Unit 3 Reflecting on learning and progress                  |
| Unit 4 Getting to know the learners               | Unit 4 Teacher professionalism                   |   |
| Unit 5 Helping in the classroom                   | Unit 5 Overview of primary school Learning Areas |   |

# Who's who guide

There are many people involved in the KGIS Access into Teaching Scholarship Programme. As you can see in this diagram, the Scholar is at the centre of it all and you are an important part of her support circle in the primary school. Around the Scholar, there are her family, friends, and others who can help her.



On the left side you can see the people the Scholar will work with in school: the class teachers, the learners, other adults (teachers or others), you as her Mentor and other scholars. The class teachers and you (her Mentor) are experienced primary Scholars in your school who will advise her during her School Experience. On the right side you can see the people who will support the Scholar outside the primary school: professionals in the Teacher Development Centre, education officials in the district and the zone, her family and her community. The Scholar's family, friends and people in her community can encourage her studies but you also have an important role to play in her development as a Teaching assistant in the school.

# Study Calendar – Term 1

| Date | School Term Dates | Week No. | SCHOOL EXPERIENCE Year 1                       |                                  |                | MSCE SUBJECT STUDY                    |          |
|------|-------------------|----------|--|----------------------------------|----------------|---------------------------------------|----------|
|      |                   |          | Theme  | Unit                             | Mentor Meeting | Unit                                  | Tutorial |
|      | School term 1     | 1        | Introduction and Orientation                   |                                  | Meeting        | MSCE: Introduction and Study Skills   | Tutorial |
|      |                   | 2        |  |                                  |                |                                       | Tutorial |
|      |                   | 3        |  | U1: My learning life             | Meeting        | E1: Introducing English language      | Tutorial |
|      |                   | 4        |  |                                  |                | M1: Numeracy and probability          | Tutorial |
|      |                   | 5        |  | U2: How the school works         | Meeting        | S1: Elements and chemical bonding     | Tutorial |
|      |                   | 6        | T1: Working with others and learning from them |                                  |                | B1: Locomotion                        | Tutorial |
|      |                   | 7        |  | U3: Observing a classroom        | Meeting        | E2: Introducing literature in English | Tutorial |
|      |                   | 8        |  |                                  |                | M2: Basic Algebra and Logarithms      | Tutorial |
|      |                   | 9        |  | U4: Getting to know the learners | Meeting        | S2: Forces and motion                 | Tutorial |
|      |                   | 10       |  |                                  |                | B2: Respiration                       | Tutorial |
|      |                   | 11       |  | U5: Helping in the classroom     | Meeting        | E3: Note-making and comprehension     | Tutorial |
|      |                   | 12       |  |                                  |                | M3: Algebra 2                         | Tutorial |
|      |                   | 13       |  | Review of Theme 1                | Meeting        | S3: Periodic table and reactions      | Tutorial |
|      |                   | 14       |  |                                  |                | REVIEW                                | Tutorial |

# Study Calendar – Term 2

| Date | School Term Dates | Week No. | SCHOOL EXPERIENCE Year 1 |   |                | MSCE SUBJECT STUDY                                  |          |
|------|-------------------|----------|--------------------------|---|----------------|---|----------|
|      |                   |          | Theme                    | Unit  | Mentor Meeting | Unit  | Tutorial |
|      | School term 2     | 1        | T2: Children's learning  | U1: Child-friendly schools                    | Meeting        | B3: The circulatory system and the digestive system | Tutorial |
|      |                   | 2        |                          | U2: Rights of the child                       |                | E4: English language and literature                 | Tutorial |
|      |                   | 3        |                          |   | Meeting        | M4: Measuring geometric shapes and solids           | Tutorial |
|      |                   | 4        |                          | U3: Child study                               |                | S4: Matter and electricity                          | Tutorial |
|      |                   | 5        |                          |   | Meeting        | B4: Excretion and Coordination                      | Tutorial |
|      |                   | 6        |                          | U4: Teacher professionalism                   |                | E5: Modern African fiction                          | Tutorial |
|      |                   | 7        |                          |   | Meeting        | M5: Statistics                                      | Tutorial |
|      |                   | 8        |                          | U5: Overview of primary school Learning Areas |                | S5: Organic chemistry                               | Tutorial |
|      |                   | 9        |                          |   | Meeting        | B5: New generations                                 | Tutorial |
|      |                   | 10       |                          |   |                | REVIEW  | Tutorial |

# Study Calendar – Term 3

| Date | School Term Dates | Week No. | SCHOOL EXPERIENCE Year 1                                 |   |                | MSCE SUBJECT STUDY                 |          |
|------|-------------------|----------|--|---|----------------|------------------------------------|----------|
|      |                   |          | Theme  | Unit  | Mentor Meeting | Unit                               | Tutorial |
|      | School term 3     | 1        | T3: Classroom activities and learner's subject knowledge | U1: Activities for numeracy and mathematics | Meeting        | E6: Shakespeare's Romeo and Juliet | Tutorial |
|      |                   | 2        |  |   |                | M6: Angles and circles             | Tutorial |
|      |                   | 3        |  |   | Meeting        | S6: Electricity and magnetism      | Tutorial |
|      |                   | 4        |  | U2: Activities for literacy and language    |                | B6: Drugs and disease              | Tutorial |
|      |                   | 5        |  |   | Meeting        | S7: Waves and radiation            | Tutorial |
|      |                   | 6        |  | U3: Reflecting on learning and progress     |                | Revision units                     | Tutorial |
|      |                   | 7        |  |   | Meeting        | Revision units                     | Tutorial |
|      |                   | 8        |  | Review of Theme 3                           |                | Revision units                     | Tutorial |
|      |                   | 9        |  |   | Meeting        | Revision units                     | Tutorial |
|      |                   | 10       |  |   |                | Revision units                     | Tutorial |

# An explanation of vocabulary in School Experience units

## Introduction to each unit

The introduction to the unit sets the scene and describes the School Experience activities the Scholars have to complete. Each unit is a topic which they will study for two weeks and sometimes for three or four weeks in their placement school.

## ‘When you complete this unit you will have developed’

This section in a unit in the Scholar/Teaching Assistant’s School Experience Handbook describes the knowledge, understanding or skills the Scholars will develop as they carry out a unit of study.

This is an important section for you as a Mentor as it will inform you about what you can discuss at the regular meetings you have every two weeks with the Scholar to discuss her progress and development.

## ‘In this unit you will read the following terms’

We sometimes provide definitions of words which the Scholar/Teaching Assistant will read in a unit, for example: ‘think aloud’, ‘peer’ and ‘observation’.

## ‘Timing’

A unit of School Experience activity will take the Scholar/Teaching Assistant approximately four hours each week – not four hours all at once, but at different times during the days the Scholars are in the school. In the four hours they will do some reading, some writing, and some practical activities. They will also, of course, be helping the teacher and learners in the classroom alongside some of these activities.

When they start a new unit, they should look at the whole unit first to understand what they need to plan and do. It is important that you also understand in detail what is involved in each unit, so that you can support the Scholars.

Sometimes they will need to make time for an activity or a discussion. As a Mentor you have to be familiar with the activities the Scholars are working on, those they need to prepare and areas where they might need your help to set up an activity.

We all read and write at different speeds, and take different amounts of time to accomplish the same tasks. Scholars should not compare themselves with others about how quickly or slowly they work through a unit of School Experience.

### **‘Study activity’**

This is a part of the unit for the Scholar where there is a reading to get both the Scholars and yourself, thinking. It may be a real-life example about a Scholar, a learner or a school. It may be a reading from an academic book or a report. Some of these readings could also help you to reflect on your own practice as a teacher and your own professional development.

### **‘Practical activity’**

This is something Scholars will do in the school, with learners or with other adults. They will usually do some writing about this activity, and this is an aspect you would discuss at your regular meetings every two weeks with the Scholar(s), exploring aspects that worked well or difficulties they encountered.

### **‘Review’**

In this part, Scholars look again at what they did in the practical activity, and answer questions about what they did and learned.

To finish each unit we ask Scholars a few more questions to complete their learning, and we sometimes ask them to write a bit more.

At the end of each unit they will write a short report on what they have done and write about their own progress.

There is a space for you as their Mentor to write comments about the Scholar’s progress and a place for you to sign.

### **Mentor reflection**

This is important for your professional development. At the end of each unit, when you have guided the Scholar through those specific activities which are part of the unit, and have helped her to reflect on them and review her own progress, it is important that you in turn write your own reflections on what specific skills you have utilised or developed during the unit, and how the specific work you have done with the Scholar during this unit has impacted on your own teaching practice and your own professional development.







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