

School Experience

Teaching Assistant programme guidance

Head Teacher handbook



The Open
University



Keeping Girls in School scholarship programme
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For more information regarding The Open University Keeping Girls in Schools Project see:

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Head Teacher Handbook

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Your role as a Head Teacher in the KGIS programme

Guidance for Head Teachers

Thank you for agreeing for your primary school to be involved in the KGIS Scholarship programme. As you know the KGIS Scholarship programme recruits women who are interested in being role models to girls in school, and who want to help more girls to complete primary school and progress into secondary school.

These women – who we call Scholars – are also furthering their own education by studying for the MSCE – they are women who want to work in schools and hopefully to train as primary school teachers. The Scholars who are going to be placed in your school are going to work as Teaching Assistants. They want to work with your students, especially your girl students, to gain experience of the teaching and learning in schools, to become role-models for the girl learners in your school and to try to gain the qualifications to apply for teacher training.

We really want our Scholars to succeed in passing their MSCE exams and as part of their Scholarship we support them by giving them distance learning materials and tuition in 4 key MSCE subjects (English, Maths, Physical Sciences and Biological Sciences) so they have the best chance of achieving their aim of becoming teachers in schools like yours.

It is only through the participation of your school that all this is possible. As you know, it is by means of the time that they spend as a Teaching Assistant in your school that the Scholars will really learn to understand what it means to be a professional member of staff in a school, what is involved in becoming a teacher, and what it means to support girls' learning.

Choosing Mentors for the Scholars in your school

As a Head Teacher, you have been asked to provide Mentors for the Scholars in the Malawi Keeping Girls in School (KGIS) Access to Teaching Scholarship project. You will be choosing from among your experienced primary teachers. Hopefully you have a woman teacher on your staff who you can choose as a Mentor. The involvement of a Mentor will offer the Scholar the opportunity to learn from the experiences and expertise of an experienced primary school teacher.

At the same time, mentoring offers your teachers the opportunity to develop their own professional skills. During the time the Scholar is spending her two years on the 'School Experience' programme, 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 role is key in ensuring that frequent and regular discussions take place between the Scholar and the Mentor every two weeks so as to give them both the opportunity to reflect regularly on all the teaching and learning which takes place in a primary school. The skills which your teacher develops as a Mentor should have benefit to all your members of staff, the school and your local community.

The qualities of a good Mentor

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. A Mentor provides advice based on professional experience. Mentoring requires communication skills and the ability to inspire confidence. Mentoring is listening, supporting and guiding.

Mentoring is not supervising. It is not telling the other person exactly what to do, or taking responsibility for solving the other person's problems. A Mentor is there to listen, to make suggestions, to offer advice, and to be positive and encouraging.

Being a Mentor can also benefit in terms of professional development. Mentors on this Keeping Girls in School (KGIS) project can become strong role models for girls and women. Being a Mentor is a professional achievement.

It is important that Mentors always treat the Scholars in a professional manner, honouring the teaching profession and supporting the empowerment of women through education.

Your role as a Head Teacher in the KGIS Scholarship Programme

So, congratulations on joining the Keeping Girls in School (KGIS) Scholarship Programme and agreeing for your school to be involved. This is an exciting opportunity for you to take steps towards supporting girls' education in your community and towards the personal and professional development of teachers in your school.

The women Scholar(s) you are working with are taking on responsibilities as a role model for girl students in the primary school. And as the Head Teacher, you are also a role model for these women Scholars and their Mentors. By the example the Scholars set for children, especially for girls, they will encourage learners to stay in school, and your leadership and your support in this is crucial.

Thank you for agreeing to the involvement of your school in this programme. We hope you find the contribution of the Scholars and the professional development of your teachers working as Mentors, to be rewarding and beneficial to the progress of your school.

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 your 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 because they are an experienced primary teacher in your school. As a Mentor, they are provided with a Mentoring Guide, which takes them 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 Head Teacher

There are two main aims for you in your role:

- Supporting girls' education through your guidance of the work of your teachers who are working as Mentors.
- Supporting girls' education through your guidance of the work of the Scholars in your school.

Your role as Head Teacher

Your role in guiding Mentors and Scholars in Year 1

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 the Head Teacher you will be crucial in guiding their Mentor and in leading all of your staff to support the Scholars' induction to the school and their role as Teaching Assistants in Standard 1 or 2 classrooms.

You guide the Mentor and the Scholar in:

- 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 Mentor work with the Scholar to gain the respect of

Standard 1 and 2 children

- helping the Mentor and other class teachers to support the Scholar in her role as a Teaching Assistant
- helping the Mentor work with the Scholar to establish herself as a presence and a role model in the school
- helping the Mentor work with the Scholar to identify and discuss some of the obstacles in their lives that girls encounter in completing primary school
- putting plans in place for 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 role in guiding Mentors and Scholars in Year 2

During the second year that the Teaching Assistants are in school, they will be working in a class in either Standard 7 or Standard 8. Unless they have had to move schools, they will now know how the school works, the basics of how they can assist in the classroom, and they will know the students in the school. They have established themselves in your school and hopefully they are now known and respected for their work. Remember in this year, Year 2, they will be working with much older students in Standard 7 or Standard 8 and this will be a new kind of challenge to them. So it is important in Year 2 that they need to continue to be supported: they need to develop an understanding of how to support the curriculum and learning at the upper end of the school and how to be role models to the students in the school.

Their experience of studying again for MSCE is going to be helpful to them as they support older students in the primary school as the students move towards examination and transition to secondary school. The Scholar/Teaching Assistants are going to need your support as Head Teacher in working with older students. Their School Experience Year 2 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. Your role will be crucial to help them in their role as Teaching Assistants in Standards 7 or 8 classrooms.

You guide the Mentor and the Scholar in,

- supporting the Teaching Assistant/Scholar's induction to the upper classes of the school
- helping the Scholar to understand the roles of the other adults
- supporting Standard 7 and 8 and how they impact on the learners'

learning and development;

- supporting the Scholar to become familiar with the school curriculum in Standards 7 and 8;
- helping the Mentor work with the Teaching Assistant to develop her confidence and gain the respect of Standard 7 and 8 students;
- helping the Mentor and other class teachers support the Scholar in her role as a Teaching Assistant
- helping the Mentor work with the Scholar to develop her presence as a role model in the school
- helping the Mentor work with the Scholar to identify and discuss some of the obstacles girls encounter in completing primary school;
- putting plans in place with the Mentor and the Standard 7 and 8 teachers for how some of these obstacles might be overcome.

Materials used by the Mentor

The Mentor's Folder used by your teacher includes all the School Experience materials the Scholars use. It is important that you have an overview of all the step-by-step details of the School Experience programme they are both following each week. Within the written Mentor materials, at the end of each unit there is also space for reflection by the Mentor about their own learning as the year progresses.

It is important for the professional development of the teacher who is acting as Mentor that as their Head Teacher, you meet with the Mentor every two weeks during the school year.

This is to ensure that you monitor the progress of the Scholar/Teaching Assistant and know about her successes and about any difficulties she is experiencing. It is also so that you, the Head Teacher, understand all the work that the Mentor is doing to help the Scholar/Teaching Assistant in her role, and how their professional development is progressing.

You, as Head Teacher, should sign the Mentor's Folder after each meeting.

Dialogue between Mentor and Scholar

During both years of the programme, the Mentor 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 first in Standards 1 and 2 and then in Standards 7 and 8. This relationship between the Scholar and her Mentor, will be a reciprocal learning experience where they can both learn from each other and help each other to develop further in their own roles. Throughout the year the Mentor will have professional dialogue with

the Scholar which will help to develop their own professional practice as well as their mentoring skills. Both Mentor and Scholar will write their own reflections about some of these dialogues. This will help the Mentor record their own thoughts on their professional practice and how it is developing as the programme progresses.

Your dialogue with the Mentor in your school

Importantly, as we detail above, we also want you as Head Teacher to discuss the progress and the professional development of the Mentor regularly and frequently. It is vital that you as Head Teacher are kept fully informed of the detail of the Scholar's progress. It is also important that you as Head Teacher are kept fully informed of the detail of the progress of the teacher you have chosen to be a Mentor.

Dialogue with other members of your school community

As Year 1 and Year 2 progress, you will also be drawing on feedback from other teachers in your school, and from other leaders in the community, on the impact the work the Scholar/Teaching Assistant has had in the school and in the community. This will allow you to reflect on the potential professional benefits which can be developed more widely within the school. .

As Head Teacher, you will have

- guided the Mentor and Scholar through their School Experience
- discussed the progress of the Scholar with the Mentor every two weeks
- reflected regularly with the Mentor on their own professional development
- reflected on how this mentoring role is of benefit to the school and how it might be more widely utilised
- developed as a role model in terms of your own behaviour and attitudes towards women and girls in school

Supporting the Scholar

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

1. Supporting the Scholar in her School Experience. You should meet the Mentor every two weeks during the school year to discuss the Scholar's progress and the Mentor will help her plan her School Experience tasks. In this Head Teacher Folder you will find a calendar where the meetings are identified

– but it will help the Scholar if you have informal discussions more

frequently with the Mentor. You may find that you have chats with the Mentor during the school week, after the Scholar has completed an activity or when she is preparing her next one. You should also 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 Mentor's Folder 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 Mentor to allow you to support them in their roles and to familiarise yourself with your role in guiding both of them. 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 the Mentor to write comments on how the Scholar is doing. By signing each unit, Mentor and the Scholar will confirm that they have had time to discuss her progress. Before signing the unit, the Mentor 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. In this conversation the Mentor might also give her some tips or advice on how to overcome difficulties she might face in her School Experience.

3. Report on the Scholar's attendance in the school to FAWEMA every 2 weeks. The Scholar is in the school for 4 days each week and your report to FAWEMA every 2 weeks needs to reflect whether the attendance of each Scholar in your school over the previous 2 weeks has been excellent, good, fair, or poor. It is vitally important that this reporting continues through the year, as any absences endanger the progress of the Scholar – and may be indicative of problems at home or in their family. Problems for the Scholar can much more easily be sorted out if they are addressed as soon as they occur.

Head Teacher Checklist

1. Check each Scholar's attendance in your school every day.
2. Report attendance of all Scholars in your school to FAWEMA every 2 weeks.
3. Meet with the Mentor every 2 weeks to check on the progress of the Scholar and the professional development of the Mentor.
4. Sign the Mentor's Folder every 2 weeks, at the end of the meeting with the Mentor.
5. Report any problems to FAWEMA
6. Sign the 'End of Year' review for both Scholar and Mentor

What to do if things go wrong

As Head Teacher, you will be helping Mentors and Scholars to find their way – for the Scholars to develop knowledge, confidence and skills as Teaching Assistants and for the Mentors to develop their skills in guiding new members of staff. 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 the professional support of her Mentor and both Scholar and Mentor need your guidance.

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, the Mentor will talk to the class teacher or you the 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 or Mentor is not sure how to manage the Scholar.
- If a Scholar is absent, try to find out why. If it is something you can deal with easily, please do so. But do make sure to alert the Primary Education Adviser/District Education Manager and FAWEMA straight away. The bursary will be removed if a Scholar is not in school.
- If a Scholar is not doing the School Experience tasks and writing, talk with the Mentor to see if she needs time off from helping in the classroom to catch up.
- A Scholar should not be given too much responsibility, such as managing a class alone. If there is a danger of this talk to the teacher concerned and call in the support of the Primary Education Adviser/District Education Manager/FAWEMA if needed. The KGIS Programme strongly discourages this situation.
- 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 Mentor agree.
- If a Scholar is not getting support from her husband or her family to study and do School Experience, you as Head Teacher 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, the support of the Head Teacher is one of the most important

parts of the KGIS Scholarship Programme. Without you, the programme could not happen. Your leadership of both Mentors and Scholars enables the 'School Experience' programme to work, for the Scholar to see how a real school works and what it means in reality to be a teacher. The success of the programme is the result of the wholehearted support of Head Teachers. So, thank you for being a Head Teacher in a KGIS school.

Head Teacher's Overview

Introduction

Congratulations on your school joining the KGIS Programme. This is an exciting opportunity for you to take steps towards supporting girls' education in your community and towards the personal and professional development of your teachers as Mentors. The Scholars in your school are taking the responsibility as a role model in the primary school, but you are also a role model for the Scholar and the 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 your 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 to help and advise her. There should also be at least one other KGIS Scholar in the school. You might have one Mentor in the school or more than one, but it is important the Scholars work together and support each other through their School Experience.

The Mentors and Scholars have in their folders:

A The School Experience Framework

The framework gives the structure of the School Experience work the Scholar completes each year. The framework each year 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, in both Year 1 and Year 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 your school. As she progresses through the programme, you will see that in Theme 3 each year the units cover three or four weeks.

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 the Head Teacher, her Mentor and other Scholars. The class teachers and 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 the Mentors will have with the Scholar(s) to discuss their progress and development and the tutorials they will have with their MCE Tutors

D The Study Units

The Scholar's School Experience work as a Teaching Assistant consists of practical activities, study of the school and curriculum, and reflection. The Scholar works through each unit under the guidance of the Mentor and in each unit, we identify one or two aspects to concentrate on when the Mentor meets the Scholar(s) to discuss their progress, before the Mentor signs off their units.

Do make sure that everyone in your school knows about the roles of the Mentors in your school, why the KGIS Scholars are there, and what they are doing.

E The role of Mentor

This section appears in the Scholars' School Experience Folder. We have copied it here exactly as it is in that Folder so that you are aware of what Scholars have been told about the role of 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 class where you do your placements

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.

F The role of the Scholar in helping in the classroom

A reminder that 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 practical ways in which they can help in the classroom:

- 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.

Do remember that the Scholar has a step by step programme of 'School Experience' each week – studying what is involved in teaching and learning

She combines this with the practical ways of helping in the classroom.

She must not be used in the school as a teacher

School Experience Year 1 & Year 2

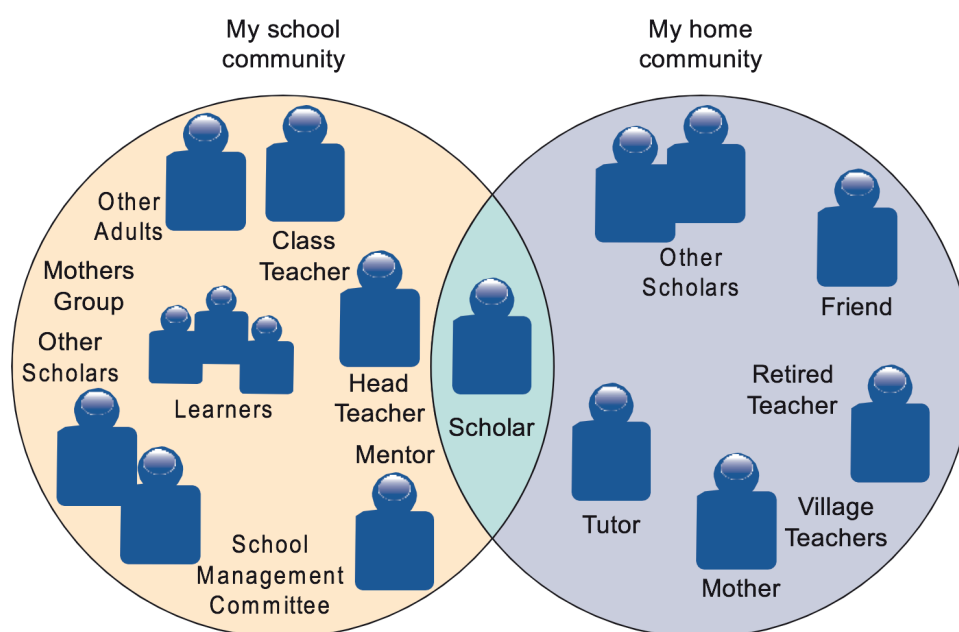
THEME 1	THEME 2	THEME 3
Working with others and learning from them	Children learning	Classroom activities and learners' subject knowledge
Unit 1 My learning life	Unit 1 Child-friendly schools	Unit 1 Activities for numeracy and mathematics
Unit 2 How the school works	Unit 2 Rights of the child	Unit 2 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	

THEME 4	THEME 5	THEME 6
Working with others and learning from them	Social issues in education	Supporting learnings and transitions
Unit 1 Getting to know Standard 7 or Standard 8	Unit 1 The life-skills curriculum and cross-cutting issues in education	Unit 1 Supporting girls' learning across the curriculum
Unit 2 Supporting learning in the classroom	Unit 2 Attitudes to learning	Unit 2 Extra-curricular activities: opportunities for girls to learn
Unit 3 Supporting group work	Unit 3 Supporting differentiated activities	Unit 3 Working for success in examinations
Unit 4 Supporting the individual learner	Unit 4 Contributing to assessment and record-keeping	Unit 4 Making the transition to secondary school
Unit 5 Reflecting and looking ahead	Unit 5 Finish and review	Unit 5 Reviewing learning and updating personal statements

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: you the Head Teacher, the class teachers, the learners, other adults (teachers or others), her Mentor and other Scholars. The class teachers and her Mentor are 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 such an important role to play in her development as a Teaching Assistant in the school.

Study Calendar - Year 1 Term 1

		SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY	
	Dates	Theme	Unit	Mentor Meeting	Unit	Tutorial
	School term 1	Introduction and Orientation		Meeting	MSCE: Introduction and Study Skills	Tutorial
						Tutorial
		T1: Working with others and learning from them	U1: My learning life	Meeting		Tutorial
			U2: How the school works		E1: Introducing English language	Tutorial
					M1: Numeracy and probability	Tutorial
			U3: Observing a classroom	Meeting	S1: Elements and chemical bonding	Tutorial
					B1: Locomotion	Tutorial
			U4: Getting to know the learners	Meeting	E2: Introducing literature in English	Tutorial
					M2: Basic Algebra and Logarithms	Tutorial
			U5: Helping in the classroom	Meeting	S2: Forces and motion	Tutorial
					B2: Respiration	Tutorial
		Review of Theme 1		Meeting	E3: Note-making and comprehension	Tutorial
					M3: Algebra 2	Tutorial
				Meeting	S3: Periodic table and reactions	Tutorial
					REVIEW	Tutorial

Study Calendar - Year 1 Term 2

			SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY	
			Theme	Unit	Mentor Meeting	Unit	Tutorial
		1	T2: Children's learning	U1: Child-friendly schools	Meeting	B3: The circulatory system and the digestive system	Tutorial
		2				E4: English language and literature	Tutorial
		3		U2: Rights of the child	Meeting	M4: Measuring geometric shapes and solids	Tutorial
		4				S4: Matter and electricity	Tutorial
		5		U3: Child study	Meeting	B4: Excretion and Coordination	Tutorial
		6				E5: Modern African fiction	Tutorial
		7		U4: Teacher professionalism	Meeting	M5: Statistics	Tutorial
		8				S5: Organic chemistry	Tutorial
		9		U5: Overview of primary school Learning Areas	Meeting	B5: New generations	Tutorial
		10				REVIEW	Tutorial

Study Calendar - Year 1 Term 3

			SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY	
			Theme	Unit	Mentor Meeting	Unit	Tutorial
		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

Study Calendar - Year 2 Term 1

Date	School Term	Week No.	SCHOOL EXPERIENCE Year 2			MSCE SUBJECT STUDY	
			Theme	Unit	Mentor Meeting	Unit	Tutorial
	School term 1	1	Introduction and Orientation		Meeting	MSCE: Introduction and Study Skills	Tutorial
		2	T4: Working with others and learning from them	U1: Getting to know Standard 7 or Standard 8			Tutorial
		3			Meeting	E1: Introducing English language	Tutorial
		4		U2: Supporting learning in the classroom		M1: Numeracy and probability	Tutorial
		5			Meeting	S1: Elements and chemical bonding	Tutorial
		6		U3: Supporting group work		B1: Locomotion	Tutorial
		7			Meeting	E2: Introducing literature in English	Tutorial
		8		U4: Supporting the individual learner		M2: Basic Algebra and Logarithms	Tutorial
		9			Meeting	S2: Forces and motion	Tutorial
		10		U5: Reflecting and looking ahead		B2: Respiration	Tutorial
		11			Meeting	E3: Note-making and comprehension	Tutorial
		12		Review of Theme 4		M3: Algebra 2	Tutorial
		13			Meeting	S3: Periodic table and reactions	Tutorial
		14				REVIEW	Tutorial

Study Calendar - Year 2 Term 2

Date	School Term Dates	Week No.	SCHOOL EXPERIENCE Year 2			MSCE SUBJECT STUDY	
			Theme	Unit	Mentor Meeting	Unit	Tutorial
	School term 2	1	T5: Social issues in education	U1: The life-skills curriculum and cross cutting issues in education	Meeting	B3: The circulatory system and the digestive system	Tutorial
		2				E4: English language and literature	Tutorial
		3		U2: Attitudes to learning Classroom project: Book making	Meeting	M4: Measuring geometric shapes and solids	Tutorial
		4				S4: Matter and electricity	Tutorial
		5		U3: Supporting differentiated activities	Meeting	B4: Excretion and Coordination	Tutorial
		6				E5: Modern African fiction	Tutorial
		7		U4: Contributing to assessment and record keeping	Meeting	M5: Statistics	Tutorial
		8				S5: Organic chemistry	Tutorial
		9		U5: Finish and review	Meeting	B5: New generations	Tutorial
		10				REVIEW	Tutorial

Study Calendar - Year 2 Term 3

Date	School Term Dates	Week No.	SCHOOL EXPERIENCE Year 2			MSCE SUBJECT STUDY	
			Theme	Unit	Mentor Meeting	Unit	Tutorial
	School term 3	1	T6: Supporting subject learning and preparing for secondary school	U1: Supporting girls' learning across the curriculum	Meeting	E6: Shakespeare's Romeo and Juliet	Tutorial
		2				M6: Angles and circles	Tutorial
		3		U2: Extra-curricular activities: opportunities for girls to learn	Meeting	S6: Electricity and magnetism	Tutorial
		4				B6: Drugs and disease	Tutorial
		5		U3: Working for success in examinations	Meeting	S7: Waves and radiation	Tutorial
		6				Revision units	Tutorial
		7		U4: Making the transition to secondary school	Meeting	Revision units	Tutorial
		8				Revision units	Tutorial
		9		Unit 5: Review your learning and update your Personal Statement	Meeting	Revision units	Tutorial
		10				Revision units	Tutorial

An explanation of the School Experience units

The Themes

Each of the themes (3 themes in Year 1 and 3 themes in Year 2) cover different aspects of supporting learning. The themes in Year 1 map onto the Standard 1 and Standard 2 curriculum, and help the Scholars support the learning of young children, especially girls. The themes in Year 2 map onto the Standard 7 and Standard 8 curriculum and support the learning of girls as they try to complete primary school and progress to secondary school.

The Units

Each theme is divided into units. Each unit is a topic which the Scholar will study for two weeks and sometimes for three or four weeks in your school.

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

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

‘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 completing 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 what is involved in each unit, so that you can support the Scholars and their Mentors.

Sometimes they will need to make time for an activity or a discussion. The Mentors have to be familiar with the activities the Scholars are

working on, those they need to prepare and areas where they might need help in setting 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 though 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 the Mentors 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 the Mentor to reflect on their own practice as a teacher and their 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 the Scholar and the Mentor discuss at their regular meetings every two weeks, 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 their Mentor to write comments about the Scholar’s progress and a place for the Mentor to sign.

Scholars' beginning at school in Year 1

At the beginning of Year 1, Scholars/Teaching Assistants arrive and get to know the school. There is some practical discussion to have with the Scholars when they first arrive at the school. Explain what the Scholars will do in the school when they start: they are here to help teachers and learners. According to the terms of the programme, Scholars must be assigned to help in a Standard 1 or Standard 2 classroom. Talk to them about the jobs they can do in the classroom. Make sure the Scholars understand what they need to do to support teaching and learning.

The Scholars can use their bursaries to buy notebooks and pencils for extra writing if necessary.

These first weeks are important in making them feel welcome and supported. In the first days in school, you might show the Scholars/Teaching Assistants around the school and let them watch different classroom lessons. You should talk with Scholars about their backgrounds, experiences and goals.

In these first few units, the Scholars/Teaching Assistants are taken through a series of practical activities so that they get to know the learners that they are supporting and so that they begin to reflect in depth on what learning is and how and when it takes place.

Mentor reflection

This is important for their professional development. At the end of each unit, when the Mentor has 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 they in turn write their own reflections on what specific skills they have utilised or developed during the unit, and how the specific work they have done with the Scholar during this unit has impacted on their own teaching practice and their own professional development.

Mentor's comments and evaluation

As part of their professional development, you need to discuss this reflection with the Mentor, discuss the progress of the Scholar and then to sign off the unit in the Mentor's Folder. The text set out below appears at the end of each unit in the Mentor's folder):

Your own reflection as a Mentor on what you have learned through mentoring the Scholar through this unit.

.....

.....

.....

.....

.....

.....

.....

.....

Mentor's signature: Date:

Head Teacher's signature: Date:

How your school works

Some of the early work for the Scholar is getting to know how the school works. She will meet other Scholars, her Mentor, class teachers and her MSCE Tutors. All of these people can help her and she can learn from them, but your support as Head Teacher is key.

It might be a long time since she went to primary school as a learner and she will now be back in school again, but this time learning as an adult. She will compare her experiences of a primary school today to when she was a child. But what is important to her is to learn about how a primary school works today and what are people's roles and responsibilities. She will need your support in building her confidence in her role and to develop herself as a role model - setting an example to others about how to learn, how to behave and how to succeed.

In your school there will be you the Head Teacher, the teachers, of course, but are there others? Other people in the school might include volunteers and perhaps an assistant Head Teacher. Are there also people who come into the school from time to time, such as a health worker, someone from the local government, the District Education Officer, or someone from a community or a volunteer organisation, an administrator, a cleaner or a clerk?

As the Scholar goes around, introducing herself to everyone in your school, the Scholar will look for issues affecting girls as learners. For example:

- Does the school have separate toilets for boys and girls?
- What happens when girls reach puberty?
- Are there other women teachers in the school?
- Are the numbers of girls and boys in the school equal or are there more boys than girls, especially in the higher Standards?
- Do teachers treat boys and girls differently?
- Do boys and girls have different jobs around the school?
- Do girls and boys sit together or separately?

Helping the Scholar to observe lessons

As the Scholar helps in the school and gets to know the learners and the teachers, she will also be watching and listening to what is going on around her. This is an important part of her own learning about primary education. She will begin to develop her skills in watching learners and teachers 'in action' in the classroom.

Your leadership will be crucial in helping the Scholar to concentrate on certain aspects in her progress. You will be able to help mediate with teachers and explain that observation is part of the Scholar's learning and a way to help her understand how classroom works. She is not judging the style of the teacher. She is trying to understand how

classrooms work. It might be an opportunity to explain again to the teachers the Scholars' role as a Teaching Assistant.

When she observes, the Scholars will look at what the girls were doing, and whether it was different from what the boys were doing. She will consider how can she help the teacher and the girls by observing carefully what happens in the classroom.

Getting to know the learners

The Teaching Assistant wants to learn what are the challenges facing learners. Some of those challenges that learners face may be ones which can be dealt with in the classroom. For example a learner might be sitting next to someone who is noisy or disruptive. The Teaching Assistant may discover, from her questions, that a learner cannot see very well or hear the teacher. These are all matters which can be discussed with the teacher and with her Mentor, and with you, the Head Teacher and practical solutions arranged.

Over the 2 years of her School Experience, the Scholar is going to take several opportunities to study individual learners or groups of learners in detail. Some of the challenges the learners face may be complicated and it may not be straightforward to deal with them. They may include situations to do with learners' homes and family life. The Teaching Assistant may be told information about a learner's home and family life which is complicated or upsetting. You as Head Teacher are aware of what is appropriate in terms of confidentiality when working with children, so you and the Mentor must ensure that appropriate confidentiality is maintained.

You may want to reflect yourself on how girl learners are treated in class, and whether there are any differences between the treatment of girl learners and boy learners. You may want to ask yourself: do girl learners behave in the same ways as boy learners? Are they late more often? Do they do the same amount of homework? Do they do homework as well as the boys do?

Helping in the classroom

The Scholar is there to help in the classroom. It is important to remember that she is not a teacher but that she is in the school to help and to learn about primary school education.

There are people who can support her as she works and learns. You the Head Teacher can work with her Mentor to discuss how her relationship with her class teacher is progressing and whether there are any aspects you could help with. In some cases the class teacher might not be fully aware of what the Scholar/Teaching Assistant can do to help in the classroom, so your input could be very helpful in such cases. You might want to guide the class teacher with the list of things the Teaching Assistant can do to help in the classroom.

At the beginning of her work as a Teaching Assistant she can:

- Prepare the classroom in the morning
- Ring the bell to call learners inside
- Call the register
- Distribute resources (books, paper, pencils)
- Write in the sick book
- Write in the punishment book
- Write in the progress book
- Tidy the classroom
- Help to maintain quiet and discipline
- Take a group of children to collect water for the classroom

Once she has learnt classroom routines and gained confidence she can also:

- Encourage learners
- Help slower learners
- Prepare visual aids or drawings for learning: word lists, mathematical charts, diagrams or pictures
- Mark learners' work, using the teacher's mark guide
- Take a group of children to teach them a song, a poem or a dance
- With the teacher's guidance, take a group for additional practice or revision e.g. in reading or mathematics
- As a reward from the teacher, take a group of learners on a visit to a local farm or other place
- Prepare a display
- Make a 'nature' display for science (of leaves, seeds, rocks, wood)

Helping with the learning

As a Teaching Assistant, the Scholar might like to help learners with mathematics because she is good at mathematics herself.

She might like to help learners with reading because she enjoys reading.

She might like to help with classroom management because she is good at encouraging children. There may be special activities she would like to do that would give girls more confidence.

As she gains confidence in her role, she can take increasing responsibility in supporting learning and move from practical support such as ringing the bell and taking the register to include more academic support such as helping learners with reading and mathematics. When she moves into Year 2 of her School Experience, and into a Standard 7 or Standard 8 classroom, she can do more to help girl learners with their academic subjects, to support them as they prepare for the examinations, and with helping them to participate fully in the life of the school.

You might already have done this in conversations with the Scholar, but make sure she is aware of the School Improvement Plan and how she can use this to set some of her goals and to help her assess the success of her goal-setting as she progresses. Remember also to use the School Improvement Plan when you are reflecting with the Mentor on the development of their teaching practice.

Role modelling

The Scholar is not a teacher, but she is an important role model – especially for girls. She can show learners how they should behave, respect each other, pay attention and work hard. Everyone has the right to be in school and to learn. Every day she is in school she should set an example to all learners about the importance of education.

She should always be punctual, positive and ready to help.

Child-friendly schools

‘A child-friendly school is safe and protective of children. It creates safe spaces and a healthy environment for girls and boys to effectively learn. It also includes school-based health and nutrition programmes and safe.’ (UNICEF).

A school should be a welcoming and safe place that girls and boys would always want to come back to, every day. It is important to know that Malawi follows national and international laws which protect children so that they can have a good education. In some

units the Scholar/Teaching Assistant thinks about what makes schools safe learning places for learners, specifically girls. Some of the Scholars might have had difficult experiences in school previously. In your role as Head Teacher you should ensure she and her Mentor understand that she is not criticizing the school, but considering whether it could be safer or more protective towards girls.

Violence against girls is one of the biggest reasons why they do not attend school. For example, a lack of separate latrines for girls and boys is embarrassing, and it forces girls into situations of sexual harassment. Long distances between home and school also put girls at risk. Teachers and other school staff need to have the highest standards of professional behaviour towards girl learners.

Think about what you could do to make your school a warmer and welcoming place for children and young people, and especially for girls.

Teacher professionalism

Your school may be well staffed and well resourced. Or it may be that your school struggles to have enough teachers each day and enough resources for each class.

Your teachers may use a mix of teaching methods. Good teachers are always ready to be learners themselves, and to accept new and better ways of teaching.

Part of the Scholar's learning is to understand why teachers choose certain methods to teach. This depends on: the size of the classroom and the number of learners, the teacher's educational training, the rules of the school, the age of the learners and the available resources.

She is going to ask herself questions such as, Are there tables, chairs, and books? Is there a place where the teacher can write or keep books for different lessons? Where does the teacher stand? Do the learners sit or stand, or move around? Are there tools or resources the teacher gives out – books, paper, pens, stones, sticks, or art material? Does the teacher demonstrate or explain what to do? Are resources given to all the learners? Do learners share them? Do they use the resources appropriately? Are learners reading, writing, repeating/chanting, discussing, drawing, or making something with their hands? Do they work alone or in groups? Do they find the task easy or difficult? Are they concentrating?

Good teachers organise resources, activities and the classroom environment so that children can participate and learn. The difficulty of the subject, the languages the teacher and the learners speak, the authority of the teacher, the number of learners, gender differences, the weather at the time, or even something happening outside the school can affect the lesson.

Learning Areas in the curriculum

It is important that, across the 2 years of her School Experience, the Teaching Assistant develops a good understanding of the Learning Areas of the primary school curriculum and how your local environment and community can provide good resources for learning. Your expertise in the primary curriculum will be crucial to support the Scholars. You will also be able to help them to see how using locally available resources helps learners and teachers in schools. Discuss with the Mentor the resources available in your school, how the Scholar could make use of these and the impact this has on the children's learning and the teachers' teaching. There are suggestions below as to how the Teaching Assistant could use local resources and invite local people into the classroom to help learning. You as Head Teacher can mediate this kind of activity, especially for example when it comes to inviting important and skilled local people into the classroom!

At the end of Year 1 and in Year 2 of her School Experience, the Teaching Assistants will be involved in creating resources to support learning in different curriculum areas.

Human resources

Think about the people in the community round the primary school. Do you know a shopkeeper, a farmer, a tailor or a dressmaker? Perhaps you know someone who is talented at games, singing, dancing or art. Maybe you know someone who has travelled to a large town or city, or to another nation.

These are people who can help children to learn. They have special skills, knowledge, talents and experiences. They can also have personal qualities such as calmness, determination, courage or a sense of humour.

- Crafts people such as weavers, tailors and artists can help children learn practical, craft and creative skills.
- Farmers can help children to learn about the land – how crops grow and are harvested.
- Village Headmen and Chiefs can talk to children about duties, traditions and historical events.
- Nurses can talk to children about health and safety.
- Midwives can talk to children about babies, health and growing.
- Police can talk to children about behaviour, crime and laws.

- Parents can talk about their life, health, work and family experiences.
- Looking at this list of people, how can their skills and knowledge support the Learning Areas of the primary school curriculum?
- Weaver, Tailor, Artist = Expressive Arts
- Farmer = Environmental Sciences
- Village Head, Nurses, Midwives, Police = Social Studies
- Shopkeeper = Mathematics, Numeracy
- Parents = Life Skills

Local people in the classroom

- The Scholar should be encouraged to try and find local people who can enrich learning in the classroom. Maybe her teacher is doing some work on money in Mathematics. A local shopkeeper could talk to the children about how he uses money in his work.
- Maybe her teacher is doing some work on colour and pattern in art lessons. A local dressmaker or tailor could show children how she uses traditional fabrics.
- Learners will be interested to hear about what these people do, and they will want to ask questions – this will encourage their learning and their understanding.



The community can play a role in educating children

Natural resources

Wherever your school is, there will be a variety of living and non-living things that the Teaching Assistant could collect and bring into the classroom for learners to investigate and observe. She could do the collecting, or she could take a group of children out to do the collecting, with the teacher's permission.

The Teaching Assistant could bring in:

- rocks, stones and leaves to study
- animal products such as skins or leather – maybe even the bones of an animal
- creatures such as grasshoppers, certain spiders or other insects that can be kept for a short period of time (making sure learners observe the creatures safely – in a gourd or in a jar)
- plants and parts of plants, fruits and vegetables, seeds.

Collecting resources

There are many things that she might be able to collect from the local environment such as:

- bottle tops to use as counters
- photographs and illustrations from newspapers and magazines
- letters, words and sentences from advertising or food packets
- recyclable materials such as card, paper, wire, wood, fabric, plastic
- containers, cloth and plastic sheets

These are materials which can be gathered at any time, so when the teacher wants learners to make posters about science there is some card for each group to write on; and when the teacher wants learners to practise reading and writing, there is a collection of letters, words and phrases to look at and copy.

Outside the classroom

The Teaching Assistant could take learners outside to see plants and animals in the real world can inspire them to look at their local environment, for example:

- homes and other buildings made from different materials
- the local stream
- where the animals graze
- the native trees

- the different crops
- the local grasses
- the changes in the weather.

All of this will interest learners and encourage their thinking.

The poster invites everyone to identify resources for teaching and learning in our local environment. As you will know, the word TALULAR is a word developed by teachers in Malawi which stands for: Teaching And Learning Using Locally Available Resources.

Using locally available resources can also help to encourage children's creativity. For example, simply showing learners a car is not as effective as giving them some wire, tins, string or some clay for them to make their own car models.



Acknowledgements

Artwork: Images courtesy of the Malawi Institute of Education

Activities

As the Teaching Assistant develops her expertise, she can begin to support the teaching in particular Learning Areas. The aim is to help the teacher and the learners, not to interfere in any way with the teaching.

The Scholar/Teaching Assistant will only carry out these curriculum activities with the direct permission of you as Head Teacher, her Mentor and the classroom teacher.

The Scholars can create resources to support the teacher e.g. in Numeracy with Standard 1 or 2 classes and in Mathematics lesson in Standard 7 or 8 classes. The Mentor can discuss with the Scholars how they will source materials for the resources they want to create, how they will explain to the teacher they assist the resource they are planning on developing, why they will use it and how they think it will help the learners in the class.

The Scholars might have concerns about their Numeracy and Mathematics knowledge. The study they have been doing this year for their MSCE should have helped.

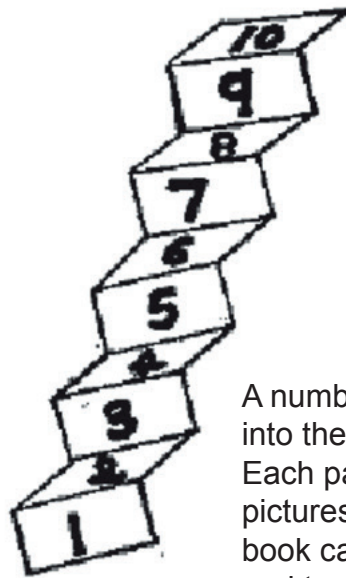
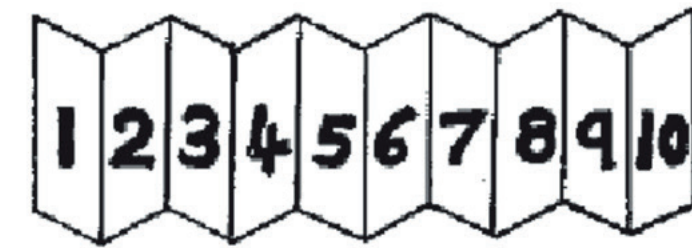
Examples of Numeracy activities for Standard 1 or Standard 2

Magic square

A 'magic square' is a 3 x 3 grid where the numbers in each row and column add up to the same number. Here is an example – the numbers in each row and column (including the diagonals) add up to 15:

2	9	4
7	5	3
6	1	8

Number book



Learners recognise the number they look at on each page of the book



A number book is paper folded in a 'zigzag' way into the shape of a book (see the illustration). Each page has a number, and you can add pictures which match the numbers. A number book can help children to recognise numerals and to count.

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Multiplication calculator

The multiplication calculator is a number grid to help the learning of multiplication. It uses numbers from 1 to 100, with a number in each cell of the grid (see the illustration).

Acknowledgements

Artwork: Images courtesy of the Malawi Institute of Education

Literacy activities

The Teaching Assistant can also help with literacy activities. In primary school, as you know, children practise writing in three ways:

1. Reading a variety of texts in order to learn about different forms of writing – for example, a cooking recipe is written differently from a poem or a story.
2. Writing their own texts – such as stories, poems, instructions, reports and lists.
3. Spelling and handwriting practice – because good spelling and neat handwriting will help others to read your writing.

Real life example: Words are everywhere

There are many learning resources for literacy which the Teaching Assistant can use at little or no cost – as these photographs show us:



Recycling for literacy learning

Teaching Assistants can help literacy activities through recycling things like packaging.

Children learn a lot from doing literacy with the food packets. Beginner readers use the words on the packets to gain confidence and skill in recognising the shape of upper and lower case (capital and small) letters of the alphabet and in linking the letters to sounds. They can also look for punctuation signs on the packets.

I also use the food packets to make reading cards with letters and words.

By copying letters and words from the packets, beginner writers gain confidence and skill in writing these letters and words accurately.

More advanced readers like to look at the advertising and to think about what these messages are saying.



Children can make individual books, or make a big book in the group, with each learner writing and illustrating one or two pages.

Using resources in Standard 7 and Standard 8

Scholars/Teaching Assistants will take this learning into their second year of School Experience

Using the school syllabus

Sarah has just started helping in Standard 7 in Zomba. The teacher is kind, but he does not discuss his planning with Sarah. So she is not sure what the learners have already done, and what they are going to do.

Sarah's Mentor gave her the Standard 7 syllabus and told her to look through it. When Sarah did this, she saw that according to the syllabus the learners are studying the Term 1 Numeracy topic 'Numbers' and 'Roman numerals'. She read in the syllabus that learners must be able to:

- read numbers in figures and words up to 1 billion
- write numbers in figures and words up to 1 billion
- recognise Roman numerals

On the syllabus, Sarah saw that the suggested resources for this numeracy topic are:

- number chart
- raised number chart
- number cards
- raised number cards
- basic facts charts

Sarah was happy to see these suggested resources, because for School Experience Year 1 she made number charts and number cards for the Standard 2 classroom. She already had the skills to make resources. She just needed to make the resources appropriate for older learners.

Sarah politely suggested to the teacher that she could prepare number charts and number cards for learners to use in numeracy lessons. The teacher was pleased. This made a good start to Sarah's work in the classroom. Now she always checks the syllabus, and she makes time to talk with the teacher about resources she could make for lesson topics

Review

At the end of each term and each year of School Experience, there is a formal opportunity and an obligation for both the Scholar and the Mentor to review their activities, their learning and their progress. For them both this consists of a piece of writing which they complete and which will form part of the record of their participation in the KGIS project.

The Mentor will discuss their end of term and end of year reviews with you as Head Teacher, and it is important that you advise the Mentor on their next term's or next year's goals for their professional development. You will sign the Mentor's personal statement at the end of each year.

As Head Teacher, you will also review the Scholar's end of year statement at the end of both Year 1 and Year 2 of her 2 years of School Experience. You will review with her the contribution she has made to your school and to the classes she has assisted in, the learning she has had, the professional skills she has developed and the ways in which she has been a role model to girls in your school. You will sign these reviews at the end of each year.

Both Scholar and Mentor might feel like they are in the middle of a long journey – a journey with challenges and, we hope, with many successes. You might also feel like you are involved in that journey because of the benefits of the project at your school

The quality of the Scholar's School Experience is vital to the project. She is gaining real-life work experience of supporting children's learning in a primary school. Her Mentor is helping and working in the primary school, and learning at the same time. The Scholar is studying the primary school Learning Areas as well as important issues such as child friendly schools. In Standard 7 or 8, she will be studying social issues such as HIV Aids, and girl's dropout from school. She is making resources and carrying out activities to support children's and young people's learning especially the learning of girls. She is working alongside a teacher. All this makes her a strong candidate for future work in a school, for teacher training college or other employment in the future.

Her work experience in the primary school has been important to children and to your community. As you know as a Head Teacher, in Malawi, especially in rural areas, girls do not get as much education as boys. Girls drop out of school for many reasons. The United Nations and UNESCO have looked at this situation. These international organisations report that girls are more likely to stay in education when they can go to schools located close to their villages, and where there are women teachers and women working in the school (Rose, 2003). So, as a Head Teacher, you are playing an important part in improving the educational chances for girls. You

are helping the Scholar to be a role model in the school and so you encourage girls to stay in school.

References

Rose, P. (2003) 'Communities, gender and education: evidence from sub-Saharan Africa', Background paper for *Education for All Global Monitoring Report 2003/4 Gender and Education for All: The Leap to Equality*, Paris, UNESCO.

Year 1 / Year 2 Personal Statement

I am a KGIS Access to Teaching
Scholar in the academic year (date) _____

I worked as a Teaching Assistant in _____

Primary School in _____

Under the supervision of Head Teacher _____

This is a report on my learning and personal development.

My responsibilities as a Teaching Assistant in the primary school

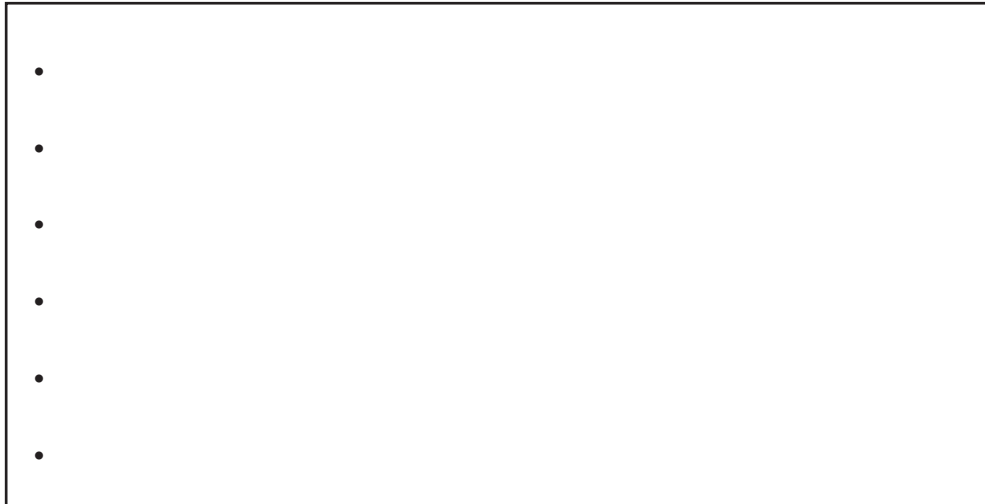
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My School Experience studies

My knowledge, skills and understanding about children's learning



My goals



-
-
-
-
-
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(Scholar signature and printed name)

(Head Teacher signature and printed name)

(Primary Education Adviser signature and printed name)

Year 1 / Year 2 Personal Statement

I have been a Mentor in the Keeping Girls in School Scholarship Programme in the academic year (date)

I worked as a Mentor in _____

Primary School in _____ zone

_____ district, under the supervision of

Head Teacher _____

In my role I supported _____
Scholars in their first/second year of School Experience.

This is a report on my professional and personal development.

My responsibilities as a Mentor were

-
-
-
-

During my time as a Mentor I have developed these professional skills:

-
-
-
-
-

My goals for my second year as a Mentor are:

<ul style="list-style-type: none">•••••

(Head Teacher signature and printed name)



The Open
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Keeping Girls in School scholarship programme
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