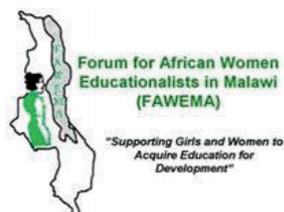


The Keeping Girls in School Scholarship Programme

Facilitator handbook



The Open
University



Keeping Girls in School scholarship programme
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Contact details:
International Development Office
The Open University
Walton Hall
Milton Keynes
MK7 6AA
United Kingdom
+44(0) 1908 655 313

For more information regarding the KGIS MATS project, please see the following websites:

- The Open University, International Development Office:
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Facilitator Handbook

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Introduction

The KGIS programme

The four-year 'Keeping Girls in School' project runs from 2013 to 2016 and is funded by DFID Malawi. The OU 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 project gives the women the opportunity to develop into professional members of the school staff and to act as role models to all the students in the school, but especially the girls.

Who is involved in the programme?

Scholars/Teaching Assistants

The two-year Scholarships provide women in Malawi experience of working in a school and supporting teaching and learning with potential pathways into teacher training. The women are placed in local schools, encouraging them to remain in their community. The Scholarship combines a two-year 'School Experience' programme as a Teaching Assistant, attached to a local primary school, with structured study to upgrade the Malawi Secondary Certificate of Education qualifications to a level where the Scholar can apply to teacher training. During the two-year School Experience, the Scholar acts as a role model, supporting 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.

During the 2 years she is involved in the project:

- The Scholar will follow a School Experience programme in a primary school near where she lives. She will be helping young learners in Standard 1 or Standard 2 in the first year and girl students in Standard 7 or Standard 8 in the second year. The two year 'School Experience' is a comprehensive week by week programme where the Scholar has a combination of study materials, practical activities designed to develop her understanding of the school and of teaching and learning, and reflection and review of her own progress and development in her role in the school. She is provided with a comprehensive set of materials for this.
- The Scholar is also provided with support to study MSCE in the priority subjects: Maths, Physical Science, Biology and English. She is provided with distance learning materials and tutorial support for her MSCE study. The Scholar will be supported by MSCE Tutors who are qualified secondary teachers.
- The Scholar will receive support in taking the MSCE examinations, as well as support, where appropriate, for a teacher

training application or to develop their Teaching Assistant role where possible. Scholars will need support and advice as they study for MSCE, and help in the primary school in their role as a Teaching Assistant. In the primary school, they will need to talk with someone who has experience as a primary teacher and who knows the placement school.

Mentors

Mentors are experienced primary school teachers who are generally working in the school where the Scholar(s) are placed. (There may be one or two instances where a Mentor is from a neighbouring school but this would be very rare). Increasingly on this project Mentors will be women, as their experience of working as female members of staff is particularly relevant to the aims of the project and they are in a position to empathise with the Scholars as they develop in their roles as Teaching Assistants. The Mentor might not be the classroom teacher in the Standard 1/2 or Standard 7/8 where the Scholars are doing their placements, but as an experienced professional in the school s/he will be in a position to organise the Scholar's work in those classrooms by working with the classroom teachers, and the Scholars' wider activities in the school.

A mentoring role is one in which an experienced professional guides someone who is new or inexperienced in their role. In the KGIS programme the Mentors are there to guide and support the Scholars through their School Experience throughout their time in school. The role involves frequent discussion, support, joint reflection on what the Scholar is achieving through the School Experience activities, and scheduled meetings every two weeks each term to discuss their progress. It is important that the Scholar is able to develop a good professional relationship with her Mentor: one where there can be open dialogue, discussion of all kinds of issues including sensitive ones, and practical guidance to overcome obstacles and challenges. It is particularly helpful if the Mentor is a woman as she can see these obstacles and challenges from a female perspective. The Mentor is there to help reflect with the Scholar on what has just happened in their school experience and to think about what is happening next. The Mentor reviews the progress of the Scholar and signs each unit in the School Experience Folder. The Mentor also works with the Head Teacher on guiding the Scholar through their School Experience.

Head Teachers

Head Teachers play a very important role in this project. The Scholars are going to be placed in their schools to work as Teaching Assistants working especially with girl students to gain experience of the teaching and learning in schools, to become role-models for the girl

learners in the school and to try to gain the qualifications to apply for teacher training. The Head Teacher is the person who supports both the Mentor and the Scholar in achieving this. The Head Teacher works directly and most regularly with the Mentor, making sure that the Mentor can organise all the study and practical activities that the Scholar carries out as part of the School Experience. The Head Teacher also guides the Mentor in their professional development as the Mentor becomes more skilled in the mentoring role. The Head Teacher does also have a role directly with the Scholar, ensuring that they are in school on all the days they are supposed to be, and ensuring that they are well-treated – i.e. that they are not being used as teachers but they are treated as professional members of the school staff. The Head Teachers also have a role to ensure that all members of their staff, particularly the teachers in the classes where the Scholars are placed, are aware of the work the Scholars can undertake in their role as Teaching Assistants.

Tutors

Tutors are experienced secondary teachers in the subjects of English, Maths, Physical Science or Biology. Their work within this KGIS project means that they are either already skilled or they are developing skills in distance teaching and learning. Their role is to work with the Scholars in ways that enable the Scholars to develop as independent learners. Their actual face to face contact with the Scholars is only once every two weeks for a three-hour tutorial. This means that they must demonstrate through their tutoring how the Scholars can make the best use of contact time with their Tutor and how each Scholar needs to use the tutorial time to plan for the independent learning that she will carry out before the next tutorial in the subject. Tutors also can suggest sources of additional materials to the Scholar, bring in extra materials and ideas to tutorials and help the Scholars to focus on successful examination techniques.

Overview of the materials

The KGIS project materials are central to the progress of Scholars, Tutors and Mentors in the project. Each set of materials is the main teaching method for each group of participants. Each set of materials is a step by step/week by week guide to progress through School Experience, MSCE study, Tutor responsibilities, and Mentor responsibilities.

It is vitally important that you familiarise yourself completely with the materials that are relevant to your role. You will have been given a Tutor's Folder if you are a Tutor Facilitator or a Mentor's Folder if you are a Mentor Facilitator.

You will be getting the materials as you arrive at the first of your induction workshops. You need to start work on familiarising yourself

with them straight away. This would be a very good use of your time even if time is short before the workshop starts. Using time after each day of the workshop would also be helpful – and you have preparation days between workshops for you to review your work and plan for the next day with the other facilitators in your team. Please use all of this time. There is a lot of material!

Please read the introduction sections of the Scholars, Mentors, and Tutors Folders to the School Experience and MSCE study before the inductions start. Some of you will be working with the Head Teachers at induction so it is important, if so, that you have read the introduction to the Head Teacher's Folder. Much of the information to be reinforced with participants at induction is included in these sections, and it will make your work and answering to questions from all the participants much easier.

You need to give the right advice for Tutors, Mentors and Scholars based on what is in the materials.

(Please note: even if you are an experienced Facilitator, there have been changes to this year's materials, so ensure you read the introductions too so you give the correct information to the participants.)

Tutor's Folder

The Tutor's Folder consists of

- Study Calendar
- Guidance for MSCE Tutors
- A Study Skills Tutorial
- Tutorial plans in all the four MSCE subjects including revision tutorials
- Scholar's Folder which includes the study units for each of the four subjects.

Mentor's Folder

- Study Calendar
- Your role as a Mentor in the KGIS programme
- Mentor's Introduction to Themes 1-3 (SE Yr 1) or Themes 4-5 (SE Yr2)
- Scholar's Folder.

Scholar's Folder

Scholars will be given Year 1 if they are beginning School Experience, or they will have Year 1 already and will be given the Year 2 folder.

School Experience Year 1

- Year 1 Theme 1: Working with others and learning from them
- Year 1 Theme 2: Children learning
- Year 1 Theme 3: Classroom activities and learners' subject knowledge.

School Experience Year 2

- Year 2 Theme 4: Working with others and learning from them
- Year 2 Theme 5: Social issues in education
- Year 2 Theme 6: Supporting learning and transitions.

Head Teacher's Folder

- Your role as Head Teacher in the KGIS programme
- Head Teacher's overview
- Study Calendar
- Explanation of the School Experience Units.

Becoming an expert KGIS facilitator

Overview of your work as a KGIS facilitator

Facilitators on the KGIS project are all expert educators. They are drawn from a wide variety of backgrounds. Some from DTED or MIE; some work as Head Teachers; some are teaching in universities; some are teaching in schools; some are at teacher training colleges. All the KGIS facilitators are highly experienced and many of them have direct experience of the roles of Tutor and Mentor in their wider professional lives.

The role of a KGIS Facilitator is that of an expert in the subject organising or 'running' a meeting or workshop. Facilitators come to a workshop not just with a wide background in the field but with very specific in-depth knowledge of the topics and materials which are going to be workshopped. Facilitators have expertise and will lead a workshop but they do not 'own' the workshop. They are there to help all the participants in the meeting develop understanding, make progress and learn.

Facilitation brings with it ideas of active participation and it is important that Facilitators work to create activities in a workshop which will have participants actively engaged, which will promote enthusiastic participation, and where the participants will be involved in a wide variety of activities each day, working with different people and in different groups. Good facilitation helps to ensure that everyone in a workshop meets everyone, and is given opportunities to learn with as many of the workshop participants as possible.

Facilitators always spend significant preparation time planning and organising a workshop. Any workshop needs careful organisation to ensure that the best possible use is made of the time available. When a workshop is an extended one, for example if it lasts for several days and involves different groups of participants, the planning phase is even more important. Facilitators often work in teams and when this occurs, it is important that each Facilitator is involved in the preparation and each Facilitator understands their own role throughout the days the workshop lasts.

Teamwork is vital during the whole of a workshop, with Facilitators working together for a session in the workshop, taking over from each other as one session moves into the next, supporting Facilitators who are leading on sessions, for example by monitoring group discussions, helping answer questions, giving out and collecting papers etc., and ensuring the smooth, full running of the workshop at all times.

Specific tasks for Facilitators include:

Before the workshop:

- drawing up a comprehensive programme for each session of the workshop before the meeting/workshop begins

- collaboratively designing each of the activities in the workshop, including the time allocated to each activity
- ensuring activities are varied, engaging and promote active learning
- preparing materials beforehand (posters, handouts)
- sharing responsibility with other workshop facilitators as necessary and taking an appropriate share of responsibility for organising the sessions across the whole workshop.

During the workshop:

- ensuring everyone understands the purposes of the workshop as the workshop begins
- supporting fellow facilitators who are leading on a session, for example by helping to organise practical activities, monitoring the discussion in a group, monitoring noise levels, giving out papers etc.
- sharing the programme with participants, tweaking it as necessary as the workshop unfolds
- encouraging conversation and discussion among the participants
- continuing to monitor the participants' understanding of the purposes of the workshop as it progresses
- monitoring the programme and keeping to time on sessions
- managing the group process, particularly when there are large groups involved
- encouraging active participation and enthusiasm from everyone present
- creating a safe environment
- helping participants understand different points of view and to learn from each other
- helping participants to come up with their own solutions to obstacles and challenges
- managing the well-being and behaviour of everyone in the workshop
- teaching new thinking skills and facilitating structured thinking activities
- collecting/recording important outputs from the workshop including notes, posters etc.
- overseeing evaluation of the workshop
- taking the learning from one workshop, activity or session to inform the next.

Working with other KGIS Facilitators

This role gives you the opportunity to work with fellow Tutor Facilitators or Mentor Facilitators both during the planning and preparation phase and during the running of workshops. During the planning phase

- you have worked together as a team on creating a detailed session by session programme for the Scholars, Mentors, Tutors and Head Teachers
- you have worked with particular Facilitators in planning a session in a programme
- you have volunteered to lead on particular sessions
- you have helped to ensure that responsibilities for leading a session are shared out among all the Facilitators.

It is important that you see yourselves as one team of expert colleagues. You may be working with the same Facilitators at several workshops or the team may change from one workshop to the next. Whether you are a Tutor Facilitator or a Mentor Facilitator you will both be working with Scholars during the workshops and some of your facilitation will also include Mentors (if you are a Tutor Facilitator) or Tutors (if you are a Mentor Facilitator). While you will be mainly working within your own specialism of Tutoring or Mentoring you do need to see yourself as able and very willing to contribute to all the facilitation during the workshop.

During the workshops

- At the beginning of each day of the workshop it is important that you arrive early, prepare the room and prepare all the materials you need.
- At the end of each day you all need to feed back to your team about the lessons learned during the day and discuss together as a team how they can inform tomorrow's sessions.

Your role in Scholar Inductions

The women who are joining the project as Scholars are coming back into education. Some of them will only have recently left school but for some of them it will be several years since they were last involved in education. They may not necessarily have had a good experience previously at secondary school and they did not previously achieve the MSCE results that they wanted. They are joining the project because it gives them a second chance to succeed and because it could well lead onto a professional life.

It is important that you help to make the Scholars feel welcome, comfortable in the role they are taking on, and enthusiastic about their participation in the project. The Scholars will see you as highly qualified experts in education and the more that you can do to help

them believe that they too could achieve a level of expertise, the better for their full and continued participation in the project.

Although it may be tempting to share with the Scholars your knowledge and insights into education, please do not spend too much time in the workshop talking directly to them as a group. It is important that they spend most of their workshop time actively discussing, asking and answering questions and learning from each other. An induction workshop session is not a lecture and the workshop programme you have prepared is to promote the highest possible level of activity (physical as well as mental) during the whole length of the workshop. Scholars need to engage collectively or individually in an activity, produce something (e.g. a poster, a set of questions), gain some quick feedback and move on. They need to regularly move around to work with new groups of participants. They benefit from an 'energising activity' every so often – a song, a dance. Please do all you can to make all of the learning they are doing really enjoyable.

Remember that during these induction workshops you will at times be leading a session where Tutors and Scholars are working together, or Mentors and Scholars are working together. At times like this it is important that you are facilitating for both – making sure that the activity is pitched at the right level for both, that both understand what is being asked of them, and that both can learn from the activity. Scholars will probably feel intimidated in the presence of experienced primary school or secondary school teachers and it is important that you create a friendly atmosphere of mutual understanding and respect.

Each Induction workshop caters for several hundred Scholars and for some of that time they will be joined by Tutors, Mentors and Head Teachers. In any of the school halls which are hosting the Inductions, there may be 500 people or more for some of the sessions. The practical organisation of this large number of people is extremely important and as Facilitators you must be able to quickly and efficiently move groups of Scholars around and organise chairs to be positioned and re-positioned as a session moves from one activity to the next.

Your role during your Mentor or Tutor workshops

When you are facilitating the separate half day Mentor workshop (if you are a Mentor Facilitator) or Tutor workshop (if you are a Tutor Facilitator), you are working with a smaller group for a concentrated workshop. It is important to use every bit of time available during these smaller and more tightly focused workshops. Again though, it is important that for most of the time the Mentors or Tutors are engaged in active learning, including pair and group work, discussion, feedback etc. It is important that everyone feels that they

have something to learn during these workshops, including you. You also need to use this time with Mentors and Tutors to explore in detail their understanding of the materials they have been given. Do think about the best way to do this. One way for example is to use pair work to have pairs of Tutors or Mentors exploring and reporting back to the group on different units in the materials.

It is also important that you spend time in these workshops checking their understanding of their roles and responsibilities once they are working with the Scholars after the workshops.

For example

- a key responsibility for the Tutor is taking attendance at the tutorial and sending that information the same day to FAWEMA (e.g. by phone or text message)
- a key responsibility for the Tutor is following the Tutorial Plan for the particular tutorial so that by the end of the tutorial, the Scholar is set up with study for the following 2 weeks.
- a key responsibility for the Mentor is organising activities such as a lesson observation for the Scholar
- a key responsibility for a Mentor is holding a meeting every 2 weeks with the Scholar and signing off a unit in the Scholar's School Experience folder.

Please do make sure that you have absorbed all of the relevant information in the Tutor's Folder and in the Mentor's Folders before you begin this workshop.

Your own professional development

Drawing on your expertise

You are bringing your own expertise to this project and we are extremely grateful for your participation. Your experience in your own professional field as a university lecturer, a writer of curriculum, a teacher educator at a teacher training college, an experienced teacher or Head Teacher is all relevant to facets of this project. You bring expertise in your subject specialism, in the professional development of teachers, and you bring expertise in leadership in the field of education.

New learning

With all of your work on the project you are both drawing on all this experience and learning from fellow Facilitators whose expertise may be different to your own. This collegial learning is a feature of this project and in our experience so far in the project, it is heartening to see the shared learning which is taking place.

As well you are learning from your own professional development opportunities as a KGIS Facilitator. Many of you have been involved in several of the Facilitator workshops run by the OU/FAWEMA. These workshops have been designed with a strong practical focus – i.e. to prepare for the induction workshops which follow shortly afterwards, but also to model the kind of teaching and learning which we would like you to then be using in your workshops with Scholars, Mentors and Tutors: i.e. to involve:

- intense, focused and concentrated learning, making the most of every minute of the workshop
- active learning which includes frequent checking of individuals' understanding
- sessions which are varied and full of activity
- giving opportunities to work with different fellow participants in various combinations
- asking interesting and open-ended questions
- role modelling to explore difficult and challenging situations
- some short, light-hearted activities to maintain the enthusiasm of the participants.

We have spoken about this in terms of 'modelling behaviour' – i.e. that in any workshop, the workshop leader plans activities on the basis of the ways they know they would want activities to be organised if they were a learner in the workshop. The more that it is possible to appreciate how we best learn, the more that it is possible to appreciate how important it is to apply these ideas when we are planning the learning of others!

Wider application outside the project

We would hope you would be taking this learning away from the project and back into your wider professional life. All of you are in positions where you lead on many other workshops elsewhere and have wide teaching responsibilities. Many of you run courses and programmes; some of you are in charge of the professional development of others, and some of you are involved in developing curriculum. We hope that just as you are drawing on your wider expertise as you participate in the project, you will also take the skills you have developed and your enhanced expertise from the KGIS project to reshape your wider teaching, materials and course development.

Tutor Facilitator Section

Working with Scholars

Returning to MSCE study

The Scholars are returning to MSCE study after a period away from study, and previous unsuccessful attempts at the MSCE subjects which they are now going to take again. Most of them, we think, will be taking all 4 of the subjects offered within KGIS: Maths, English, Physical Science and Biology. They will want guidance to reassure them that, with hard work, they could be successful this time. They do, from the outset, need to understand how their KGIS study is set up. You can help them right at the beginning of the workshop by ensuring that they and their Tutors understand that:

- almost all of the study is self-study: they need to be independent learners
- they need to study for their MSCE every day of the week
- their tutorials on a Friday are to check their self-study over the past weeks, meet with their fellow Scholars for peer support, and briefly discuss study topics with their Tutor
- their Tutor is there to give guidance and set them up with their next period of self-study, not to try and teach them the whole MSCE subject syllabus.

KGIS MSCE materials

The main source of support for their learning is the MSCE materials provided in their KGIS folder. Do explain to them that:

- The MSCE materials in each subject consist of key topics chosen by MANEB, KIE and secondary teacher experts as being the topics which are key to success in MSCE and which students find the most difficult.
- They are guided through each unit in each subject of the MSCE materials by a set of Learning Outcomes 'At the end of this unit you should be able to', a series of activities and a checklist at the end of the unit for the Scholar to reflect on her progress.
- A set of revision units are included to help them in the weeks immediately before the examinations.
- The language of the MSCE syllabus can seem daunting. The materials have diagrams, illustrations, pictures to guide activities and aid learning.
- The units are for their independent learning. Each Scholar works through the unit herself, possibly working on some joint activities with a study partner or in a small group. Ideally she studies every day - even on the days that she is also studying her School Experience.

How Scholars become independent learners

The KGIS Scholars need to become independent distance learners and this will be new and possibly challenging for them. Their previous experiences are of learning in a classroom and being taught in formal lessons by teachers. They have been used to set hours of learning in school and the study guidance that comes from moving from one school subject to the next as they move through the lessons in the day. They will have had set homework which will be assessed by their teachers.

What they need to learn – and quickly – is how to organise their own learning. They need to be self-disciplined – despite the kinds of challenges to quiet study which are obstacles to all students – and they need to find one or two study partners who they can work with on a regular basis and who can provide peer support. They also need to have the resilience to keep going!

Their Tutors will need to help them develop the habit of studying on their own at home. During your work with the Scholars at this induction workshop you need to help them understand that they have to study by themselves every day during the year that they are studying for MSCE. You need to help them understand the benefits of their studying together regularly during each week with another Scholar. You will need to help them to understand that the tutorials they have with their Tutors on a Friday are to support them with their own study of the subject over the following weeks. They need to understand how important it is that they use their time on a Friday to ask all the questions of their Tutors and their fellow Scholars which they have been saving up over the previous 2 weeks.

Working with Tutors

Tutor materials

As a Facilitator you will have read and be familiar with the Tutor's Folder and you need in particular to work with them on developing their skills in **distance teaching. They need to work very differently with the Scholars to the ways that they teach in secondary schools.**

In distance teaching:

- tutors support students by making contact at key points in their study
- helping students understand the materials
- advising the students what to focus on in their next period of self-study (i.e. before the next tutorial)
- guiding them towards other resources and materials

- helping them prepare for an examination.

It is the materials in the Tutor's Folder, as well as your work with them which will help them to develop these skills. In particular, please use the time in the workshop to focus on tutorials and on the Tutorial Plans included in the Tutor's Folder which Tutors have to use in all their tutorials. Each tutorial plan is designed to give the Tutor a step by step guide through a 3-hour tutorial, including the important topics to focus on and the timing of each activity. The Tutorial Plan also guides the Tutor in how to set up the Scholars with the work they need to do before the next tutorial.

KGIS Tutor roles

Your workshop with the KGIS Tutors is key to helping them to develop the role. They will benefit from your guidance on developing as a Tutor. The Tutors need to learn to:

- help the Scholars manage their time and plan their study timetable. The Tutor's focus with them is on their 4 KGIS MSCE subjects and it is important that they and you focus on these, but do bear in mind that they may be retaking other MSCE subjects
- advise the Scholars on the best way to get support from their families and friends, including best times of the day and the week for study
- advise the Scholars on study skills, revision skills and exam technique
- help the Scholars understand the subject-specific materials we provide, including the study units and study calendar
- lead a tutorial in their subject for the Scholars on a Friday at a TDC or local school and set them up with work to do before the next tutorial with them
- advise Scholars how to make the best use of available resources and materials. Tutors may also be able to write some additional exercises for the Scholars
- advise the Scholars where to get help with problems they might be having with the content of all their MCSE subjects. (This might involve referring them to books or other resources or other teachers and colleagues.).

Tutor responsibilities

- Tutors must take a register of attendance each Friday and pass that information on quickly and efficiently – the same day – to FAWEMA.
- FAWEMA will inform every Tutor which Fridays they are tutoring on and the venue for the tutorial. The Scholars have a right to expect

the Tutor to be there on time each Friday they are tutoring. All the tutorials are very important to the progress of the Scholars.

- Tutors must not change the time or the venue of the tutorial.
- Altogether, during the year they are working with the Scholars, Tutors will have a 3-hour tutorial every second week with them. If a Tutor has a group of Scholars for two of the four subjects (e.g. Physical Science and Mathematics), they will be giving approximately two 3-hour tutorials every second week.
- Tutors need to make sure they have organised with their school to be available on all the Fridays they are giving their tutorials.
- They need to make sure that they have returned any written work to the Scholars which they agreed to look at or grade.
- At the end of each tutorial, Tutors need to write a tutorial report and send it quickly and efficiently to FAWEMA. FAWEMA will inform Tutors how to do this.

Tutorials

The Scholars meet for tutorials each Friday during term time. They have two 3-hour tutorials each Friday, one Friday with tutorials in Mathematics and Physical Science and the following Friday in Biology and English. Tutors have to be there on the right Friday for the subject and at the agreed time (morning or afternoon). A Tutor may be tutoring more than one subject. If a Tutor is tutoring for example, Mathematics and Physical Science, they will be giving two 3-hour tutorials every second Friday; if they are tutoring Mathematics and Biology, they will be giving one 3-hour tutorial every Friday.

The Scholars may expect the Tutor to 'teach' or lecture them during the tutorial but this is not the best use of the – very short – time which is available. The Tutor may want to spend, for example, 10 to 15 minutes during a tutorial explaining some specific topic, but they should never be lecturing for extended periods during the tutorial. They may have to explain to the Scholars that this is not the point of the tutorials. The Scholars may need encouragement to discuss their work, problems and progress in front of others.

A suggested way of working is to:

- allow the Scholars to raise issues or questions they have from their study in the weeks leading to the tutorial
- divide them into small groups and get them to discuss the questions for ten minutes on their own – i.e. without the help of the Tutor
- discuss their solutions in the larger group and give them the benefit of the Tutor's advice.

The purpose of these tutorials will be:

- to allow the Scholars to raise and discuss any problems they are having during their self-guided study in each MSCE subject
- for the Tutor to set up the Scholars with specific work in the MSCE subject for them to complete before the next tutorial in the subject.

Developing Tutors during their year on KGIS MSCE

Workshops/meetings

There may be workshops/meetings at the end of each term to develop the Tutors in their role as MSCE tutors in the KGIS programme. If so, in each workshop/meeting there should be:

- a review of the previous term's Tutoring with each Tutor, focusing on both successes and challenges, evaluating the experience
- a review of the following term's materials, to ensure that the Tutors are familiar with the topics covered and the subject of the tutorials
- a looking forward to the next period of work as a KGIS Tutor, focusing on what the Tutors need in order to further develop their role
- an opportunity for the Tutors to reflect on how their practice as a KGIS Tutor has changed at each stage in the programme
- an exploration whether their work as a KGIS Tutor has had an impact in their teaching practice in school.

Some formative evaluation, with a perspective of looking back and looking forwards – in terms of a written evaluation by each Tutor – should be included in each meeting.

Mentor Facilitator Section

Working with Teaching Assistants

The Scholars/Teaching Assistants are returning to school after a number of years. They have not been part of a primary school for many years and they will need to re-familiarise themselves with how a primary school works and they will need to adjust to a new and unfamiliar role.

In this induction workshop, you can work with them to:

- help them to understand what their role as a Teaching Assistant involves
- build their confidence as they begin their new roles
- help them start to work with their Mentors and understand how their Mentor can guide their School Experience
- help them to understand how the Head Teacher will oversee their role in school and ensure that they are given support in the study and the practical activities they carry out as part of their School Experience
- help them to understand how they can begin to be role models for girls in school.

School Experience materials

The main source of support for their School Experience is their School Experience materials. Do explain to them that:

- The School Experience materials consist of study units and topics which map onto the school curriculum for Standard 1/Standard 2 (and Standard 7/Standard 8 for those beginning School Experience Year 2)
- The School Experience materials are designed to help them to develop step by step into their role as a Teaching Assistant.
- Each unit consists of study activities, practical activities and reflection and review of their work and role as a Teaching Assistant
- For each unit, the Teaching Assistant is guided by a set of Learning Outcomes '**When you complete this unit you will have developed**' and the Teaching Assistant and Mentor sign off the unit at the end as a check on progress.
- Some of the activities in the units – such as observing a teacher's lesson – will need organising by the Mentor or Head Teacher
- The units are for their independent study and work. Unless the Teaching Assistant needs permission or organisation, she works through the unit herself, possibly working on some joint activities with a fellow Teaching Assistant at the same school. Ideally she works on her School Experience activities **every day** - even on the days that she is also studying for her MSCE.

Teaching Assistant roles: School Experience Year 1

During the induction workshop, the Teaching Assistants will be considering their first days of School Experience in their chosen primary school.

At the beginning of her School Experience the Teaching Assistant needs help to get to know everyone in the school and to get to understand the routines of the Standard 1 or Standard 2 classroom teacher she will be working with. She will be asked by the classroom teacher to take on many of the routine tasks around the classroom, including keeping the classroom tidy, taking the register, keeping order – especially with some of the large classes in Standard 1 and Standard 2. She needs to understand how her work will support the work of the teacher.

But as her School Experience involves much more than being a ‘helper’ and only carrying out routine tasks – though of course the routine tasks are very important. It is important in the induction workshop that Teaching Assistants and their Mentors explore the depth and breadth of the Teaching Assistant role. The Teaching Assistant needs to get to know the learners and to understand how they learn: there are activities in her School Experience folder to help her to do so. She will start to think about the school environment, about how safe and friendly it is particularly for the girls. She will start to develop her skills in supporting the children in particular kinds of learning – for example in numeracy and literacy. You have important work in this induction workshop to begin developing their skills. By the end of this first year they will have developed a professional identity as a member of the staff in a school and have developed their skills as a role model for girl students.

Teaching Assistant roles: School Experience Year 2

Teaching Assistants beginning School Experience Year 2 will be moving into a Standard 7 or Standard 8 classroom. They will probably feel excited but also challenged by the prospect of working with older girls and helping the girls prepare for the transition to secondary school. The classes are going to be smaller, the school day considerably longer and their Teaching Assistant role hopefully even more focused on supporting girls.

Besides the important routine tasks which she will carry out in helping the classroom teacher, the Teaching Assistant would benefit in the induction workshop in your working through what is involved in some of the practical activities of her School Experience Year 2. She will be developing ideas about learner participation and group work; she will be reflecting on the ‘wider than academic’ curriculum and exploring Life Skills, particularly as many topics affect girls. Late in the year she will engage in working on a project as part of her School Experience.

Besides this looking forward, during the induction workshop Teaching Assistants need the opportunity to look back on their previous year and reflect on what they have learnt during their first year of School Experience. Hopefully they will have gained a great deal of confidence through their experiences of working with Standard 1 and Standard 2 and will feel that they have grown into the role they are beginning in School Experience Year 2.

How Teaching Assistants work with their Mentors

Teaching Assistants need to have a friendly but very professional relationship with their Mentor. Their Mentor organises the day to day practicalities of the Teaching Assistant role so it is important that they need to feel that they can go to their Mentor for wide ranging advice. As more of the Mentors are going to be women, then the Teaching Assistant will be able to ask advice specifically about issues which affect women in schools.

It is helpful in the induction workshop to explore what helps to create a good relationship between a Mentor and a Mentee. This would include:

- mutual respect for each other and a joint interest in promoting girls' education
- regular meetings held at the beginning or end of the school day
- the Mentor mediating any concerns between the Teaching Assistant and the classroom teacher
- in-depth understanding by the Mentor of what particular School Experience activity the Teaching Assistant is engaged in and what help she needs to complete it.

Working with Mentors

Mentor materials

As a Facilitator you will have read and be familiar with the Mentor's Folder and you need in particular to work with them on developing their skills in Mentoring. They need to work with the Teaching Assistants in ways which are different to the ways they deal with teachers or with the students in the school.

Mentoring is:

- an effective way of helping people to progress in their careers
- a partnership between two people (Mentor and Mentee) normally working in a similar job or sharing similar experiences
- a helpful relationship based upon mutual trust and respect.
- a relationship where a Mentor acts as a guide

- a relationship where the Mentor asks questions and makes challenges, while providing guidance and encouragement.

It is the materials in the Mentor's Folder, as well as your work with them, which will help them to develop these skills. In particular, please use the time in the workshop to focus on the Mentor's introduction to each of the Themes and the Mentor's Introduction to each of the Units which are included in the Mentors' Folder.

Each of those introductions is designed to give the Mentor a step by step guide through what are the overarching themes covering the study and activities in each section of the School Experience and what more specifically is involved in the activities in the next unit.

Mentor roles

School Experience Year 1

At the induction workshop, the primary teachers who are beginning as Mentors will probably be new to the role. And it is not always an obvious or comfortable role at the beginning – so they will need your help and guidance. As some of the Teaching Assistants may also have doubts about the role they are taking on, your reassurances to both sets of people are very important. The induction workshop is a good time to generate enthusiasm among all the participants to help them overcome some of the challenges which can occur later in the year. For the Mentor, their role during School Experience Year 1 is to help develop the confidence of the Teaching Assistant, helping to instil clarity in their role while identifying tasks and activities the Teaching Assistant will undertake during their School Experience days in the school. The teaching experience of the Mentor and their local and detailed knowledge of conditions in the school will be crucial to developing the Teaching Assistant into their role. During the induction workshop, you need to explore with the new Mentors their understanding of the Teaching Assistant's role and how they will use their experience as a teacher and their empathy to guide the Teaching Assistant.

Mentor role in Year 1 includes:

- supporting the Teaching Assistant to become familiar with the school curriculum, particularly in Standards 1 and 2
- helping the Teaching Assistant to develop her confidence and gain the respect of Standard 1 and 2 children
- helping the Teaching Assistant to identify and discuss some of the obstacles in their lives that girls encounter in completing primary school
- looking forward to Year 2 of the programme when the Teaching Assistant 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.

School Experience Year 2

For Mentors supporting Teaching Assistants beginning School Experience Year 2, the Mentors need to consider how to support them in quite a different environment - a class in either Standard 7 or Standard 8. While the Teaching Assistants will be familiar with the school there are challenges for them in working with students, boys and girls, who may be very close to their own age. The curriculum is quite different at the 'other end' of the school.

So it is important in the induction workshop to work with the Mentors to help them to understand that in Year 2 Mentors both continue the same kind of support as in Year 1 but also need to make considerable adjustments to cater for the different situation. Mentors need to emphasise with their Teaching Assistants the extra importance of supporting girls' learning in Standard 7 and Standard 8 and how the Teaching Assistants can help the girl students to make progress in their academic study and their examination potential.

Scholars in this Year 2 are taking their MSCE examinations at the end of this year. Hopefully they can gain the qualifications they need to make an application to teacher training college. As they are combining study for their MSCE with the School Experience Year 2, they will be in school for a maximum of 4 days each week.

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 themselves towards examination and transition to secondary school. The Mentor needs to support the Teaching Assistants in working with older students particularly with their academic subjects.

Mentor role in Year 2 includes:

- supporting the Scholar to become familiar with the school curriculum in Standards 7 and 8;
- helping the Teaching Assistant to develop her confidence and gain the respect of Standard 7 and 8 students;
- supporting the Teaching Assistant in her work with the class teacher to support groups of learners (always strictly following the guidance from the teacher)
- helping the Scholar to identify and discuss some of the obstacles girls encounter in their lives to complete primary school.

Mentor responsibilities

For both Year 1 and Year 2 responsibilities for the Mentor include:

- meet with the Teaching Assistant at least every 2 weeks
- reviewing with the Teaching Assistant what she has done so far in a School Experience unit and signing off the unit when it is finished
- if something has not gone well, talk with the Teaching Assistant to understand why it did not go well and how she can do better.
- discussing the progress of the Teaching Assistant every 2 weeks with the Head Teacher raising concerns where necessary.

Developing Mentors during their 2 years of Mentoring

Feedback

A reminder that the Mentors have opportunities to review their own learning as Mentors regularly through the year.

These include:

- a reflective piece of writing which they complete at the end of each School Experience unit, which forms a cumulative log of their development in their role
- a dialogue with their Head Teacher which occurs every 2 weeks and which feeds into their understanding of their developing role
- an end of year personal statement which invites them to look back on their progress through Year 1 and look forward to Year 2.

Workshops/meetings

There may be another workshop/meeting at the end of Year 1 to develop the Mentors in their role in the KGIS programme. If so, in the workshop/meeting it would be good to include

- a group discussion /review of the previous year's Mentoring focusing on both successes and challenges, evaluating the experience
- a looking forward to the Mentor's Folder for School Experience Year 2 to ensure that the Mentors are familiar with the topics covered in each Theme and Unit
- a looking forward to the next period of Mentoring focusing on what the Mentors need in order to further develop their role in Year 2
- an opportunity for the Mentors to reflect collectively on how their practice as a Mentor has changed at each stage in the programme
- an exploration on whether their work as a Mentor has had an impact in their teaching practices in school and on their wider professional life

- some formative evaluation, with a perspective of looking back and looking forwards – in terms of a written evaluation by each Mentor – should be included in each meeting

Working with Head Teachers and District Education Officials

Involving District Education Officials

At the induction workshops it is very possible that there will be District Education Managers and Primary Education Advisers there at the beginning, and the support of the districts and their chief education officials for this project is extremely important. DEMS will have been involved since sensitisation both in helping to allocate Scholars to schools, in working with the Head Teachers to allocate Mentors to the Scholars as they begin their work as Teaching Assistants, and in organising the recruitment of the secondary teachers who work as Tutors. DEMs can help you set the tone for the whole induction workshop in terms of their championing of girls' education.

Head Teacher materials

The Head Teachers have a Head Teacher's Folder for this induction, and the allocation of these materials reflects the specific responsibilities and the importance of their role in supporting the placement of the Teaching Assistant to complete the School Experience element of the KGIS project in their school.

If you are involved in the separate Head Teacher meeting at this induction you must make sure that you familiarise yourself with this Head Teacher's Folder which sets out specific responsibilities for the Head Teacher. The Head Teacher works particularly with the Mentor in organising and supporting the work of the Teaching Assistant, and helping to ensure via the Mentor that the Teaching Assistant is able to carry out all of the requirements of the School Experience. The Head Teacher also has a duty of care to the Scholar, ensuring her well-being, her professional standing in the school and her ability to keep up with all the requirements of her participation in the project.

Head Teacher responsibilities

Use the opportunity of the separate meeting with the Head Teachers at the induction workshop to explore with them their responsibilities. You could ask the Head Teachers what they think are their responsibilities and then use the following as a check list against their responses.

It is the Head Teacher who:

- provides a Mentor for the Scholar/Teaching Assistant from among

their experienced primary teachers, preferably from their women teachers

- with the Mentor chooses an appropriate class for the Teaching Assistant to work in
- supports the Mentor in the organising of activities for the Teaching Assistant – especially if this involves visiting other classes (e.g. for observation)
- **checks on the attendance of the Teaching Assistant every day** of the 4 days a week that they are to be in school and **sends that information every 2 weeks to FAWEMA** (e.g. by phone or text message)
- meets with the Mentor every 2 weeks to check on the progress of the Teaching Assistants
- uses the meeting with the Mentor for a dialogue on the professional development of the Mentor.

Head Teacher roles

Within the induction workshop, it is important that the new Head Teachers start to consider the implications of the Teaching Assistant role-modelling for girl students. It would be good in your separate meeting, to discuss with Head Teachers the ways in which role modelling for girls could become a wider initiative across the school, involving more – or even all – members of staff. It may be an opportunity, if this applies in their school, for the school to start to reflect on the fact that there are fewer girls than boys in Standard 7 and 8 and to consider how to address the fact that it will be a lower proportion of girls who are successful in the examinations at the end of Standard 8 and who make the transition to secondary school.

The Head Teacher will already be aware of the general shortage of women teachers in schools, even if it is not a specific problem in their school. The Head Teacher will also be aware of staff shortages, in their own school or in neighbouring schools. It is important that it is made clear to Head Teachers that Teaching Assistants are not to be used as teachers, whatever problems are occurring with provision of teachers in the school.

The Teaching Assistants are also furthering their own education by studying again for the MSCE – **they are women who want to work in schools and hopefully to train** as primary school teachers. So it is important that they have the best possible chance of succeeding. This means that they need the space and time to fully participate in the programme and that they are not used as substitute teachers. The long term gain for the district and zone is that they then have the best chance of achieving their aim of becoming teachers in local schools like the one that they are working in as a Teaching Assistant. It is only through the participation of the school that all this is

possible. And it is by means of the time that they spend as a Teaching Assistant that they 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.



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