

RENCP Teacher Development and Education Leadership Working Group Minutes

Date: November 22, 2012

Organizations in attendance: Wellspring Foundation, EDC/L3, VSO, FHI 360/REC, British Council, Save the Children, International Education Exchange, One Laptop per Child

Ruth, from Wellspring Foundation, introduced the group and the agenda:

1. Introductions
2. Group sharing (2-3 minutes per organization)
3. Update on national SBM program
4. Update on ESSP
5. Name change for the group—is Teacher Development too limiting?
6. RENCP General Assembly—what to present?
7. REB meeting on Education Leadership and Management
8. Other business
9. Brainstorm on activities for 2013—time permitting

1 & 2. Individuals then introduced themselves followed by Project/Organization updates:

British Council

British Council Focuses on supporting teachers with English language for classrooms. Currently, it is training trainers at TVET to support TVET teachers, training mentors in partnership with International Education Exchange for the national school-based mentorship program, and preparing for the distribution and testing of 635 teachers on their English language proficiency. For the latter, sampling was randomly conducted and if low levels of English are identified it will provide the justification needed for more training—in essence results will serve as a baseline

Save the Children

To date, most of Save the Children's education work has been focused on Early Childhood Development with work in 29 centers in 7 districts. It is conducting on-going training on child-lead learning and play-based learning. Now, Save is introducing a new program focused on early literacy. It will be in Gicumbi district and will train teachers on effective ways to use literacy material. Training will be for all primary schools. In Gicumbi.

International Education Exchange

IEE works in 4 districts in 38 schools with its own mentors based in schools. Additionally, it works with EDC L3 project to develop school-based mentorship training manuals. There will be 3 phases to the training with modules to support each phase.

VSO

VSO works in 21 districts in both pre-service and in-service teacher training as well as school leadership. It has 4 types of volunteers: education leadership, teaching

methodology, resource development, and literacy and language that supports the L3 project in 2 TTCs and KIE (more coming to cover all TTCs)

EDC/L3

The L3 project is supporting teachers from P1 through P4 in teaching literacy and numeracy. It provides print, audio and video training materials and other literacy and numeracy instructional materials including picture books. Additionally, it gives substantive support—administrative and implementation—to the national school based mentorship program (see SBM report below)

One Laptop per Child

OLPC partners with REB to train teachers how to use laptops for student learning. The program started in 2008 and will continue as long as it is supported. It is the first country in Africa to provide this type of support.

Wellspring Foundation

Wellspring works in 48 schools in Gasabo district providing training and support at all levels of the education sector—teachers, SEOs, PTCs, head teachers, ECCD centers. Teacher trainers and leadership team make regular visits to the schools and sites to follow up on intensive training that is offered during holiday periods. Partners with VVOB to train school directors.

FHI 360's Rwanda Education Common's Project (REC)

REC provides teachers and instructors with a wide range of resources via its education portal (educationcommons.rw). A library that includes everything from lesson plans to academic research is available for teachers. It is fully searchable and allows teachers and educators to upload their personal resources.

Additionally, REC produces the Smart Learning Television broadcast that seeks to demonstrate Rwandan teachers utilizing good teaching approaches in the classroom. It broadcasts primary school math and English teachers on Saturday and secondary school science and English teacher on Sunday.

2. Update on national SBM program

The School-based mentorship program is REB's initiative to support teachers' English and pedagogy needs. It seeks to place experienced teachers in schools to support teachers daily. The Continuous Professional Development Task Force drives the SBM program with a subgroup as a technical working group which develops resources to be used by the program. To date some of the resources include: costed strategic plan, initial drafts of training modules, criteria for school pairing, scopes of work, professional standards, etc.

90 schools to be supported by L3 (in 5 districts and 17 sectors), 615 school based mentors already hired with target of 1000 mentors by January 2013. Of the 1000, 60 will be selected to serve as senior mentors which will provide close support to mentors.

Questions from the group regarding the working of the SBM program:

-how can other agencies support the SBM program?

Specifically, the SBM program would like the support of the VSO methodology advisors in working directly with mentors. More generally, the plan is to bring all education actors together per sector to form a pedagogy task force which will guide the work being done per sector, increase collaboration and decrease duplicative efforts.

****Action: as the training modules for mentors are currently being developed agencies are encouraged to send copies of their resources to IEE so content can be included in training modules and reducing the need to develop new content***

****Action: an example of sharing of resources to be included in the mentors training modules is the UNICEF training modules. A copy of the modules will be sent around to the working group.***

-how will other education actors be engaged in the day to day workings of the SBMs?

-how is REB considering the Work of other NGOs when placing mentors without taking away autonomy of agency?

REB is trying to consider this, but no process is in place as of now. An example of this, is in the school pairing criteria. Priority is being given to schools that do not have any other support—including NGO support being given.

-Can this RENCP WG help support REB with identifying what work is being done by NGOs?

John (surname?) is mapping what NGO's are doing in education,

****Action: WG to coordinate with John to extract information regarding NGO work specific to teacher development and education leadership.***

3. Update on ESSP

A Full “draft” submission will be submitted to MINECOFIN on 23rd November. A ‘final’ draft will be submitted to MINECOFIN by December 7.

Development partners met Nov 20th to discuss 2-3 key messages for 5 component areas (TVET, ECD, Special Needs, Quality Education and Rwanda Reads) to be communicated to Mineduc for consideration in the ESSP. These messages were communicated at the cluster. A power point of these messages will be shared with working group members (sent by Vicky week of December 3rd).

4. Name change for the group—is Teacher Development too limiting?

The group decided to change the name of the working group to Teacher Development and Education Leadership.

5. RENCP General Assembly—what to present?

New name of working group

New Leadership

Members

Work with SBM national program and contributions to ESSP process

Plan to extract from larger NGO mapping to identify teacher development and education leadership work of NGOs

6. REB meeting on Education Leadership and Management

Ruth of VSO briefly spoke about the upcoming REB meeting on Education Leadership and Management. She invited members to attend if they work in these areas. *Since the working group session, Ruth noted the following regarding this meeting:*

During the meeting each stakeholder presented including REB.

The DG of REB was the guest of honour and said that the issue of education leadership has been silent in education forums. He said that it was a timely issue. He funnily put it that in the past head teachers were called for gacaca but that these days he doesn't know what they are called. He said that if REB had paid attention to leadership it would have solved the issues faced by SBM. REB said that they don't have a strategy for school leadership well conceptualised as the ones he presented- Rwanda Reads and SBM. DG would like to get reports on the work on leadership every month before 25th so that he can report to the minister so that he can report to the Prime Minister on the 5th of every month.

From that meeting another bigger was planned to be on 7th Dec but it has been postponed

7. Other business

Further discussion was offered on the purpose and objectives of the working group. With this discussion the following action items were noted:

****Action: Determine how this working group should liase with other RENCPC working groups***

****Action: Brief mapping of the agencies of this working group conducted to quickly respond to new membership and requests from government (e.g. SBM program)***

****Action: Identify focal person in REB to be informed about working group activity***

****Action: Share information of working group with above focal person, Development Partners, Quality Implementation Working Group, and Continuous Professional Development Task Force***

Next Meeting will be held in late January. Date, time and venue TBD.