SUPPORT SUPERVISION SYSTEM
GUIDELINES TO IMPLEMENT THE PEDAGOGICAL SUPPORT IN THE NATIONAL TEACHERS’ COLLEGES
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FOREWORD

This document presents the Guidelines to implementing support supervision system in National Teachers’ Colleges and partner secondary schools.

Support supervision covers the activities that contribute to professional development and includes the pedagogical support and administrative supervision. These Guidelines are specifically focused on pedagogical support.

The core of the support supervision system in the National Teachers’ Colleges is a college based mentorship system, where college mentor teachers are strengthened by central actors. In addition, the system allows to position NTC staff as key actors for providing in service training to secondary school teachers.

The rationale is that through support supervision in general and pedagogical support in particular, lecturers and partner secondary school teachers are guided on how to improve on their teaching performance through collective training and one to one support for development of schemes of work, lesson plans, instruction materials and even joint lesson delivery.

In this Guide and its Toolbox, a general introduction to the essentials of support supervision is provided, clearly highlighting the roles of the different actors in the implementation of the system.

We believe this support supervision system will contribute towards quality education by expanding and keeping up-to-date the knowledge and skills of teaching staff. We thus recommend all actors in National Teachers’ Colleges and partner secondary schools to contribute to its successful implementation.

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Definition

Support supervision covers the activities that contribute to the professional development of teacher trainers, and includes the pedagogical support and administrative supervision\(^1\).

Support Supervision targets expanding and deepening the knowledge, skills, attitudes and practices of lecturers for the benefits of their teaching and pedagogical roles in preparing qualified and able teachers.

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1 These guidelines are based on a manual developed in 2016: SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016.
Scope of the Support Supervision Guidelines

This document presents the guidelines to implement the support supervision system in the NTCs. These Guidelines are specifically focused on the pedagogical support to the NTC lecturers and partner secondary schools staff.

These support supervision guidelines are linked to the Continuous Professional Development (CPD) guidelines, considering that support supervision contributes to professional development of lecturers.
Structure of pedagogical support system

Support supervision, and pedagogical support more specifically, occurs at two major levels.

The first level is provided **internally by the college based mentorship system** comprising of the **mentor teachers** under the guidance and support of the **mentorship committee** which will be composed of all the mentors and selected members of the College administration (see below).

The second level is provided by **external actors comprising of pedagogy national experts** and staff from KyU under the coordination and support of TIET.

This structure will allow the development of an autonomous and low-cost college-based mentorship system, thanks to the support at central level. This set-up will contribute to ensuring the sustainability of a college-based mentorship system.

The system will also allow to position NTC staff as key actor for providing in service training to secondary school teachers.

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2 ATL national experts were selected and trained during the first phase of TTE project. They were mainly staff of supporting institutes such as Kyambogo University. They participated in the development of the ATL training manual under the guidance of an International Expert. They also received training on mentorship.
College based Mentors

**Definition**

Mentors constitute the core team for pedagogical support at college level; they are central in the implementation of community of practice in the NTC and in the partner secondary schools.

A mentor is a professional who prepares the **newly appointed NTC lecturers**, **strengthens current NTC lecturers and secondary school staff** to perform better, in view of establishing effective learner centered pedagogy and use of ICT in teaching and learning practices.

**Mentor Competency Profile**

**Duties of Mentors**

Mentors both act within the NTC and outside the NTC, with the partner secondary schools\(^3\) (10 hours a week). Their duties are:

- To organize mentoring activities - including planning, preparing, delivering and reporting – for newly appointed/current lecturers and partner secondary schools’ staff;
- To initiate innovative and creative teaching and learning resource development;
- To support NTC and partner secondary schools staff to apply what they learned in a training;
- To initiate action research on mentorship activities;
- To take part in Continuous Professional Development activities in order to ensure that knowledge and experience is up-to-date.

**Mentorship activities**

There are different mentorship activities that can be implemented in the NTCs and partner secondary schools. Some of them are priority as they are deeply linked to the mentors’ duties. In the table below, the ticked activities are the ones which are to be prioritized.

Each NTC is responsible for organizing the activities on the basis of their mentorship workplan (cf. below).

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\(^3\) Whereas the support supervision within NTC is expected to be pursued after BTC/TIET project lifetime, the sustainability of pedagogical support by mentors towards partner secondary schools will depend on strategies and budget that will be decided outside the scope of BTC/TIET project.
**Mentorship activities in the NTCs**

**Pedagogical support to newly appointed lecturers**

- Induction training for newly appointed lecturers

- Pedagogical support to newly appointed lecturers
  - classroom observation,
  - support for the development of schemes of work and lesson plans,
  - support for the development of resource materials,
  - support for the development of professional portfolio,
  - support the use of learner centered methodologies,
  - support for the use of ICT in teaching and learning,
  - support for assessment plan,
  - support for Reflective practice,
  - support for Action research,
  - support for large classroom management

- Team-teaching with newly appointed lecturers: prepare, implement and reflect on a lesson together

- Demonstration lessons for newly appointed lecturers: to invite newly appointed lecturers to attend a lesson in order to demonstrate the active teaching and learning techniques, the use of ICT ...

**Pedagogical Support to all lecturers**

- Pedagogical support visits to fellow lecturers:
  - classroom observation and coach,
  - support for the development of schemes of work and lesson plans,
  - support for the development of resource materials,
  - support for the development of professional portfolio,
  - support the use of learner centered methodologies,
  - support for the use of ICT in teaching and learning,
  - support for assessment plan,
  - support for Reflective practice,
  - support for Action research,
  - support for large classroom management

- Training of pedagogical staff on new topics: ICT in teaching and learning, adult teaching (andragogy), mentoring skills to support NTC students for continuous and examination school practice...

- Microteaching sessions through video analysis: gather staff to critique the video of a lesson
## Mentorship activities in the partner secondary schools

| ✓ | Training of partner secondary schools staff on active teaching and learning, on mentoring of NTC students for examination / continuous school practice |
| ✓ | Pedagogical support visits to partner secondary school teachers:  
  • classroom observation and coach,  
  • support for the development of schemes of work and lesson plans,  
  • support for the development of resource materials,  
  • support for the development of professional portfolio,  
  • support the use of learner centered methodologies,  
  • support for the use of ICT in teaching and learning,  
  • support for assessment plan,  
  • support for Reflective practice,  
  • support for Action research,  
  • support for large classroom management,  
  • support for the implementation of partner secondary schools staff’s learning contract  |
| | Team-teaching with partner secondary schools staff: prepare, implement and reflect on a lesson together |
| | Microteaching sessions through video analysis: gather staff to critique the video of a lesson |

### Frequency of mentorship

As civil servant, a NTC pedagogy staff has to work 40 hours a week. On average, a subject lecturer teaches 16 hours a week while those teaching professional studies teach for 8 hours.

It is estimated that the mentors will spend 10 hours of their 40 hours’ weekly workload on mentorship in the NTC and partner secondary schools. The frequency of each mentorship activity will be presented in the mentorship workplan.

### Knowledge and skills of a mentor

**Mandatory**
- Knowledge of Active teaching and learning methodologies, techniques and tools  
- Knowledge on Assessment & Evaluation methodologies and tools  
- Knowledge of group dynamics, classroom environment & management  
- Knowledge of use of teaching and learning resources (including use of local environment)  
- Knowledge of interdisciplinary approaches in teaching  
- Knowledge of professional code of conduct  
- Skills to facilitate training among peers  
- Skills to produce reports and keep records

**Assets**
- At least 2 years of experience as a pedagogy staff in the NTC (lecturers, IT staff, librarians)  
- Knowledge of ICT application in education
• Knowledge of cross curricula issues: gender, disability, HIV/AIDS, environment, reproductive health education, children’s’ rights, e-library, etc.
• Knowledge of mentorship
• Research skills: action research & reflective practice
• Skills in video filming and editing

Traits of behavior of mentors
• Innovative
• Exemplary
• Accountability
• Democratic
• Leader
• Good listener
• Empathetic
• Critical thinker
• Problem-solver
• Assertive
• Communicative
• Proactive
• Ethical
• Counsellor

Mentorship and career progression
Mentor’s practice will be appraised through a 360 appraisal:
• self-assessment by mentor
• appraisal with Deputy principal
• appraisal by peers
  • NTC lecturers
  • secondary school staff

Their performance will allow them to receive extra points out of Continuous Professional Development activities, which will be documented for purposes of career progression.

Mentor identification process
During the first phase of TTE project, 6 ATL mentor teachers were trained per NTC. However, with the second phase of the project and the collaboration with partner secondary schools, mentor duties changed. There was consequently a need to confirm these 6 ATL mentor teachers’ interest and widen numbers.

The identification process started with the dissemination of information in each college. All NTC pedagogy staff (lecturers, ICT-staff and librarians), including all 6 ATL mentors of the first phase, were invited to show their interest for the role of mentor by filling in a self-assessment document.

The new mentors were selected on the basis of matching their knowledge, skills and traits of behavior
with the competency profile (cf. above) and of their self-assessment. The selection was done by TIET and Enabel pedagogy staff in consultation with the NTC administration, in order to constitute a gender balanced team with different profiles (knowledge, skills, and traits of behavior) and teaching different subjects. Following this process, 14 mentors’ maximum were identified per NTC in December 2017. Each mentor received an assignment letter from TIET Department.

**Training for mentors**

Mentor teachers underwent an induction training in February 2018. They will subsequently attend periodical refresher sessions (trainings, study visits, participation to conference…) to further strengthen their capacity to offer quality support at college level and in the partner secondary schools. The induction and refresher trainings will initially be organized with the support of TTE project and will cover:

- supervision/mentoring/tutoring skills (cf. activity 3.1)
- Video shooting, editing and use of video to analyze a lesson in microteaching sessions
- ICT in teaching and learning
- Research skills: action research & reflective practice (cf. activity 3.5)
- GBV and positive discipline (cf. activity 3.1)
- Teaching methodology (learner centered, assessment techniques…)
- Adult teaching (cf. activity 3.1)
- Management of large classrooms and reflective practice.
- Cross curricula issues: disability, HIV/AIDS, environment, children’s’ rights, etc.
College based Mentorship committee

Composition of the mentorship committee

The mentorship committee is composed of

- Deputy Principal (chair)
- School practice officer (who may be a mentor or not)
- The Mentors (max 14 per NTC)
- The Deputy Principal may delegate his/her duties as chair when s/he is pre occupied with other College duties.

Roles of the mentorship committee

It is the mandate of the mentorship committee with the support of college administration:

- To develop a mentorship work plan taking into consideration Continuous Professional Development needs (cf. CPD plan)
- To share the mentorship work plans with partner secondary schools and NTC administration so that the activities are included in the school and college timetables
- To support and follow up the implementation of the mentorship work plan
- To ensure the adhesion of NTC staff to the mentorship system
- To coordinate with and support the management in their interaction with Central level support supervision system (KyU & pedagogy national experts)
- To liaise with partner secondary schools (deputy head teachers) to provide pedagogical support
- To allocate mentors to mentees in partner secondary schools
- To monitor level of application of ATL and ICT in teaching and learning by NTC and partner secondary schools staff
- To ensure a 360 appraisal of mentors’ practice:
  - self-assessment by mentor
  - appraisal with Deputy principal
  - appraisal by peers (NTC lecturers)
  - appraisal by secondary school staff
- To mobilize resources to support all the support supervision activities within the college.
Partner secondary schools

As mentorship activities also occur in partner secondary schools, school administration (head teacher, deputy head teachers, directors of studies, parents’ teachers’ associations) have key roles to play:

- to be knowledgeable of mentorship activities and include them in the school workplan
- to be supportive to the mentors in their schools
- to ensure the adhesion of their staff to the mentorship system
- to ensure participation of all invited staff to training, workshops and 1 to 1 support
- to monitor the level of application of what is learned in mentorship activities by their staff (Use of ATL ...)

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Central pedagogical support

The main role of the central pedagogical support is to provide support to mentors, and in a cascade approach, to lecturers and partner secondary schools staff. The pedagogical support from central level can be provided, under the coordination of TIET, by different actors: such as KyU and pedagogy national experts.

Pedagogy national experts

In 2014, 33 ATL national experts, mainly KyU and TIET staff, signed commitment letters to become national experts.

A process was launched in November 2017, to ensure these people were still interested in providing support to NTCs. To do so, terms of reference explaining the duties of a national expert, in the context of the second phase of the project, were developed. All ATL national experts were individually requested to confirm their interest by sending a self-assessment document. 18 national experts confirmed their interest in March 2018. The self-assessment done by national experts allows to determine their knowledge and skills and thus to send to the NTCs the most appropriate people to answer the needs expressed. All 18 national experts received an appointment letter by TIET (MoES). Enabel has also developed a document on the Modus operandi of the collaboration with the national experts in the second phase of TTE project.
Tools for support supervision – pedagogical support

The following tools, presented in annex, will contribute to the implementation of pedagogical support in the NTCs:

- Tool 1: NTC annual mentorship workplan template
- Tool 2: Lesson plan review tool
- Tool 3: Classroom observation tool
- Tool 4: Mentor activity record
- Tool 5: Mentorship report template
- Tool 6: Mentor Action plan & Appraisal forms
  - Tool 6 A: Action plan and Appraisal by Deputy Principal
  - Tool 6 B: Self-assessment
  - Tool 6 C: Appraisal by peers
- Tool 7: Level of ATL and ICT application monitoring tool

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4 The tools are mainly the ones of: SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016.