

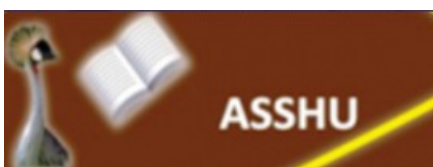
2025

Term 1



ASSHU Handbook - Secondary

LIC Theme: COLLABORATIVE LEARNING



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The Republic of Uganda
Ministry of Education and Sports

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6th January 2025

Dear ASSHU,

PROMOTING A COLLABORATIVE LEARNING ENVIRONMENT

Happy New Year!

As we begin this new term, I express my gratitude for your commitment to support Teacher Professional Development. Your effort is instrumental in improving learning outcomes across the schools.

This term, we are excited to implement a new Learning Improvement Cycle (LIC) focusing on **Collaborative Learning**. Collaboration is at the heart of effective teaching and learning. It is not only beneficial for you as ASSHU but also for the teachers and learners you guide. Collaborative learning promotes a supportive environment where ideas are shared, teaching strategies are refined and a sense of community is built. It encourages teachers and learners to actively engage with their peers, enhancing their critical thinking and problem-solving skills.

The Ministry of Education and Sports, in partnership with STiR Education, is dedicated to supporting your professional growth and teacher motivation. Together, we aim at improving collaboration through simple, yet effective strategies like **Think-Pair-Share**, **Placemat** and **Jigsaw**. These techniques will not only make learning more interactive and engaging, but will also help build stronger connections among teachers and learners.

Take time to learn and reflect with your peers, create well-thought-out plans and implement them to see tangible Improvements in learning outcomes within your schools.

Let us work together to ensure every child in Uganda has access to a quality learning environment.

Muzoora Atuhairwe Juliet (Mrs)
For: **PERMANENT SECRETARY**



Vision: Quality Education and Sports for All!

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SECTION ONE: ASSHU LEADERSHIP DEVELOPMENT PROGRAMME

What will I do during this LIC?

Welcome to this Learning Improvement Cycle(LIC) of Creating a Collaborative Learning Environment. The LIC is a 3-4-month learning process that will help you facilitate effective teacher network meetings. You will closely work with other Association of Secondary School Headteachers in Uganda (ASSHU) and District leaders to consider how you can use the leadership skills and strategies to achieve the highest impact for teacher development.

You will also participate in district training institutes, provide feedback to school leaders and teachers, encourage peer classroom observations, engage in reflection with your peers and share your learning with each other.

Calendar for Key Activities in Term 1, 2025

Use this table during the workshop to make a plan for the upcoming activities.

ACTIVITY	TO BE COMPLETED BY	SPECIFIC DATE (To be filled in together with your District Lead)
National Training Institute	14th - 15th Jan 2025	
CCT Regional Training Institute	20th - 25th Jan 2025	
Term 1 School Education Leader Training	27th Jan - 7th Feb 2025	
Network Meeting 1	3rd - 28th Feb 2025	
SEL/DEL Coaching call/Meeting 1	3rd - 27th Feb 2025	
Classroom Observation 1	3rd - 27th Feb 2025	
Network Meeting 2	3rd - 28th Mar 2025	
SEL/DEL Coaching call/Meeting 2	3rd - 27th Mar 2025	
Classroom Observation 2	3rd - 28th Mar 2025	
SEL/DEL Midterm Review Meeting	24th Mar - 4th Apr 2025	
Network Meeting 3	31st Mar - 25th Apr 2025	
SEL/DEL Coaching call/Meeting 3	31st Mar - 24th Apr 2025	
District Alignment Meetings	28th Apr - 2nd May 2025	

LEADERSHIP SKILL: How do I build collaboration in my schools and district?



ACTIVITY 1 REFLECTION: 5 minutes

- “Imagine a school or schools where collaboration thrives. What would that look like?”
- Pair up and share your thoughts for 1 minute each. Draw it!
- Then select 1 Female and 1 male participant to share their ideas with the bigger group.

1. What is Collaborative Learning? (5 minutes)

- **Collaboration in education** refers to educators working together to achieve common goals like creating innovative lesson plans, discussing student progress and sharing teaching strategies.
- Collaborative learning is a teaching method where students work together in small groups to complete tasks or achieve common goals, sharing ideas and supporting each other's understanding (**Smith & MacGregor, 1992**).
- The role of ASSHU and district officials is important in role modeling, structuring and sustaining collaboration in your cluster of schools and district.

2. Why is collaboration Important for ASSHU and district officials? (5 minutes)

- It improves leadership skills such as networking, conflict resolution, decision-making, shared accountability while reducing isolation.
- It encourages mentorship, continuous learning,

opportunities to meet and make connections and collective problem-solving to address challenges in schools and districts.

- **To the teachers**, it facilitates teamwork, resource sharing, and peer feedback leading to more innovative and effective teaching practices.
- **To the learners**, it builds communication and problem-solving skills, promotes equity and inclusion and prepares them for collaborative future workplaces.

3. How can ASSHU and officials promote collaborative learning? (10 minutes)

1. Model Collaborative Practices:

- Participate in regional training and facilitate district trainings.
- Facilitate joint planning sessions and actively participate in school leaders and teacher discussions or peer reflections.

2. Facilitate Peer Learning:

- Establish regular professional network meetings.
- Encourage cross-classroom observations and a culture of giving feedback.

3. Integrate Gender Responsiveness:

- Ensure women and often marginalised people are included in leadership roles.
- Use discussions to challenge stereotypes and promote equity.



ACTIVITY 2 CASE STUDY: 5 minutes

Miss Rose Builds a Collaborative Environment

Miss Rose, an ASSHU and the district education officials noticed challenges in teacher motivation and inconsistent teaching practices in her district and school. She joined the teacher professional development program and practiced collaboration through small-group activities, peer reflections, strategy sharing and modeling them in her schools.

She organised district school leader trainings where school leaders practiced Think-Pair-Share, Placemat, and Jigsaw strategies. This fostered a culture of mutual support and collaboration among leaders.

At the school level, the school leaders organised monthly school network meetings. The teachers formed subject groups for lesson planning and peer observations, sharing resources and feedback. Cross-classroom observations and collaborative teaching strategies enhanced learner engagement.

Teachers reported feeling more supported and motivated, which resulted in more engaging and inclusive lessons. Learner performance in English and Mathematics improved by 15% within a year. The collaborative environment also promoted gender equity, with women teachers taking on leadership roles. There was a sense of shared purpose and continuous improvement across the district.



ACTIVITY 3 DISCUSSION: 10 minutes

1. How can ASSHU leaders and district officials enhance collaboration and solve challenges more effectively?
2. What strategies from Miss Rose's approach will you adapt to improve teamwork and teacher motivation in your schools?
3. How can collaboration among ASSHU leaders and district officials lead to better learning outcomes?



ACTIVITY 4 PLAN AND PRACTICE: 30 minutes

- Identify two challenges and opportunities in promoting ASSHU and district officials collaboration.
- Share ideas to address these challenges and think of the opportunities they present.



Develop an Action Plan to promote collaboration in your schools (10 minutes)

Challenge	Goal	Strategies	Timeline	Support/Resources
<i>Eg.: Isolation and limited collaboration</i>	<i>Eg.: Increase Peer Learning</i>	<i>Eg.: Promote peer observations and feedback</i>	<i>Eg.: 3 months</i>	<i>Eg.: observation training</i>
1.				
2.				

REFLECTION

What is the one actionable takeaway you will implement in your school or district?

SECTION TWO: NETWORK MEETING GUIDELINES

NETWORK MEETING ONE

SPECIFIC OBJECTIVES: Teachers will be able to:

1. Reflect on the use of **Think-Pair-Share** and **Placemat** strategies to promote collaborative learning.
2. Discuss the steps for effectively integrating **Think-Pair-Share** and **Placemat** methods into a lesson.
3. Practice facilitating collaborative learning activities using **Think-Pair-Share** and **Placemat** strategies.

Remember, you will use the 6-step process to introduce **Think-Pair-Share** and **Placemat** strategies in the school network meeting.

INSPIRE: BE POSITIVE!


SET THE TONE OF THE NETWORK MEETING (10 minutes)

BE POSITIVE: Start the meeting positively with high energy and a smile!

- A. Welcome the teachers with energy and set a positive tone for this meeting. Remember this LIC is all about collaborative learning!
- B. Remind teachers to sign the tracker.
- C. Display and review the network meeting objectives. See the portfolio page 1.
- D. Together develop community agreements to guide the meeting.
- E. Explain that teachers will work with and learn from peers.
- F. Choose and lead a brief energiser as a group. Keep it quick!

ACTIVITY 1: REFLECTION (5 minutes)

- Guide participants to close their eyes and think of one method they use to encourage learner collaboration?
- Get them in pairs to share ideas,
- Select one female and one male participant to share.

STEP ONE	Introduce Collaborative learning and Think Pair Share and Placemat strategies 
INTRODUCTION (15 minutes)	
<ul style="list-style-type: none"> Briefly introduce the LIC theme and strategies to the participants. Use the Teacher portfolio page 1 as a reference. Facilitate a short discussion on the strategy with paired reflections. Collect Responses from one female teacher and one male teacher to share key learnings. 	
STEP TWO	<i>Example:</i> Teacher Portfolio, page 2
MODELING (20 minutes)	
<ul style="list-style-type: none"> Demonstrate how the strategy works using a practical example. Guide teachers to read and discuss the example on page 2 in small groups. Move around to ensure engagement and provide support. 	
STEP THREE	Discussion Questions, Teacher Portfolio, Page 2
DISCUSSION (15 minutes)	
<ul style="list-style-type: none"> Guide teachers to discuss the strategy using questions from the portfolio. Ensure groups are mixed-gender. Summarise discussion points with 2-3 volunteers. Move around the room to make sure all teachers are engaged. Listen in for any questions or confusion raised. Address these before step 4. 	
STEP FOUR	Action planning, Teacher portfolio, Page 2
PRACTICE (30 minutes)	
<ul style="list-style-type: none"> Guide participants and teachers to create a lesson plan using the strategy. Guide them to follow success criteria from the teacher portfolio page 3. Encourage teachers to practice their plans in small groups for 30 minutes. Walk around and encourages the teachers to practice delivering a lesson using Think-Pair-Share and Placemat. 	
STEP FIVE	Giving and receiving feedback
FEEDBACK (15 minutes)	
<ul style="list-style-type: none"> Participants or teachers will pair up and share their plans. Peers provide them feedback using the success criteria in the portfolio page 3. 	

STEP SIX	Revising plans
IMPROVEMENTS (10 minutes)	
<ul style="list-style-type: none"> Allow teachers time to revise their plans based on feedback. 	
CLOSING (10 minutes)	
<ul style="list-style-type: none"> Thank teachers for their participation in the school network meeting. Encourage them to apply the strategies in the classrooms. Share the date and focus of the next meeting. End with a quick energiser or celebratory activity. 	

NETWORK MEETING TWO

SPECIFIC OBJECTIVES: Teachers will be able to:

1. Reflect on the **Jigsaw** strategy and its importance in teaching and learning.
2. Discuss an example of using the **Jigsaw** strategy to promote collaborative learning.
3. Practice teaching a topic using **Jigsaw** groups to enhance collaborative learning.

INSPIRE: BE POSITIVE!

SET THE TONE OF THE NETWORK MEETING (10 minutes)

BE POSITIVE: Start the meeting positively with high energy and a smile!

- A. Welcome the teachers with energy and set a positive tone for this meeting. Remember this LIC is all about collaborative learning!
- B. Remind teachers to sign the tracker.
- C. Display and review the network meeting objectives on the portfolio page 3.
- D. Together develop community agreements to guide the meeting.
- E. Explain that teachers will work with and learn from peers.
- F. Choose and lead a brief energiser as a group. Keep it quick!

ACTIVITY 1: REFLECTION (5 minutes)

- Guide teachers to think of a recent group activity. How did learners collaborate and stay engaged?
- Get them in pairs to share ideas,
- Select one female and one male participant to share.

STEP ONE	Introduction of Jigsaw strategy
INTRODUCTION (15 minutes)	
<p>Demonstrate how to teach Jigsaw strategy to the teachers.</p> <ul style="list-style-type: none"> Explain that you will continue to explore the idea of collaborative learning. 	

- Introduce the Jigsaw strategy briefly.
- Teachers open portfolios on page 3 and review notes in pairs.
- Facilitate a quick discussion on the Jigsaw strategy.

STEP TWO *Example:* Teacher Portfolio, page 3

MODELING (20 minutes)

- Demonstrate how to teach using the Jigsaw strategy on page 3 of the portfolio.
- Divide teachers into groups of 3 to review the example together.

STEP THREE Guiding questions, Teacher Portfolio page 4

DISCUSSION (15 minutes)

- Give teachers 5 minutes to reflect individually about the questions and write notes on the reflection questions.
- Assigns teachers to small groups to discuss reflections in mixed-gender groups.
- Moves around to support discussions and address questions,
- Asks 2-3 volunteers to (female and male) to share group summaries.
- Appreciate all teachers for their engagement!

STEP FOUR Action planning, Teacher portfolio, Page 4

PRACTICE (30 minutes)

- Tell teachers they are now going to put this technique into practice.
- Teachers plan how to use the Jigsaw strategy using the action template in the Portfolio page 4.
- Work individually, then practice in small groups.
- Get teachers in small groups to practice the strategy.

STEP FIVE Giving and receiving feedback

FEEDBACK (15 minutes)

- Support teachers/participants to pair up, share their plans and exchange feedback.
- Ensure each teacher has time to give and receive feedback.

STEP SIX Revising plans

IMPROVEMENTS (10 minutes)

- Give teachers time to revise their plans based on the feedback they received.

CLOSING (10 minutes)

- Thank teachers for their participation.
- Emphasise the importance of the Jigsaw strategy for improving learning outcomes.
- Agree on date, time and venue for Network meeting 3 and close the meeting on a high with an energiser or a song!

NETWORK MEETING THREE

SPECIFIC OBJECTIVES: Teachers will be able to:

1. Share their experiences of using **Think-Pair-Share** and **Placemat** and **Jigsaw** strategies to promote learner collaboration.
2. Apply the **Roses, Thorns** and **Buds** technique to identify key lessons learned during this LIC.
3. Describe their learning journey and their transformation as a result of this learning experience.

INSPIRE: BE POSITIVE!

SET THE TONE OF THE NETWORK MEETING (10 minutes)

BE POSITIVE: Please start the meeting with high energy and a smile!

- A. Welcome teachers to the third Network Meeting. Recognise them for their individual actions to develop a collaborative learning.
- B. Remind participants to sign the tracker.
- C. Display and review the network meeting objectives on the portfolio page 5.
- D. Review the community agreements.
- E. Choose your own energiser as a group. Make sure it brings out the spirit of celebration and recognition. Keep it quick!

STEP ONE Consolidation of Learning

INTRODUCTION (15 minutes)

- Explain that in this Network meeting, teachers will reflection on implementing collaborative learning in their classes.
- Highlight that they will learn from their peers and share their expertise.

STEP TWO Reflection, Teacher Portfolio, Page 5

REFLECTION (15 minutes)

- Review the presentation structure on page 5 of the portfolio.
- Guide participants to use the table to reflect individually for 10 minutes.
- Facilitate teachers to pair up to share reflections for 10 minutes.

STEP THREE Discussion

DISCUSSION (20 minutes)

Explain the **Roses, Thorns**, and **Buds** technique:

- **Roses:** Successful strategies or actions.
- **Thorns:** Challenges or less effective strategies.
- **Buds:** New ideas to explore or improve.

Get participants into small groups to write their key Roses, Thorns and Buds.

STEP FOUR	Presentations
PRESENTATIONS (30 minutes)	
<ul style="list-style-type: none"> Organise teachers into groups of up to four. Ask each group to reflect and write their key Roses, Thorns, and Buds on large paper. Encourage creative expression through visuals, writing, or a combination of both. Select group representatives (women and men) to present their takeaways to the larger group. 	
STEP FIVE	Guiding questions
FEEDBACK (15 minutes)	
<ul style="list-style-type: none"> Ask each participant to reflect and draw their learning journey. Refer to Activity 3 page 5 in the Portfolio. How has your practice of creating a collaborative learning environment changed? How has your confidence in using strategies like Think-Pair-Share, Placemat, and Jigsaw? How have your beliefs about teaching and learning evolved? What will you do to enhance collaborative learning in future lessons? 	
STEP SIX	NEXT STEPS (15 minutes)
<ul style="list-style-type: none"> Challenge teachers to commit to using what they have learned. Invite teachers to share their reflections with the group. 	
CLOSING (10 minutes)	
<ul style="list-style-type: none"> Congratulate teachers on completing the term's Learning Improvement Cycle. Appreciate teachers for implementing collaborative learning techniques in their classrooms. Conclude with a celebration song to end on a positive note. 	

APPENDIX 1: Planning Template for Facilitating Network Meetings

Session Name:

Duration:

STEP	Key Points, Activities & Script for important sections
1. Introduce	
2. Model	
3. Discuss	
4. Practice	
5. Feedback	
6. Improve	

APPENDIX 2: A Guide for Gender Responsiveness at Training Institutes and Network Meetings

Facilitator Actions	Example
1. Use a variety of interactive gender-responsive facilitation methods.	Employ gender-responsive techniques like small group discussions, role-playing, and think-pair-share to engage all participants.
2. Challenge all forms of stereotypes and misconceptions.	Participant: It is only men that are good at leadership. Teacher: Women can perform better in leadership once given the same opportunities as men.
3. Connect content to real-life experiences.	Relate content to participants' daily lives, e.g., use familiar plants for teaching types of leaves.
4. Use gender-neutral language that encourages the participation of all women and men in trainings.	Use terms like "chairperson" instead of "chairman" and "police officer" instead of "policeman."
5. Develop and use gender-sensitive instruction materials.	Include images showing both genders in various roles, e.g., both men and women as doctors or pilots. A boy and a girl cooking.
6. Arrange Inclusive Training Spaces.	Ensure that the training room arrangement encourages free interaction and collaborative participation. Ensure that participants with low vision sit in front.
7. Encourage Mixed Seating.	Have men and women, boys and girls sit and work together in groups.
8. Equal Participation Opportunities	Intentionally alternate between choosing women/girls, men/boys to answer questions and participate.
9. Plan for a variety of assessment techniques.	Use oral, written, and practical assessments to cater to different learning styles.
10. Integrate life skills in the lesson plan.	Integrate skills like critical thinking, respect, collaboration, confidence, communication and teamwork in lessons and interactions.
11. Encourage participants with special needs to participate in learning.	Keep encouraging the time takers to participate in the classroom.

Classroom Observation/ Institute/ Meeting Tools



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