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Call For Applications for Professional Learning for Educators Series (PLES) Courses

Madrasa Early Childhood Programme Uganda in collaboration with The Aga Khan Academy Mombasa is currently accepting applications for Scholarship opportunities for the Professional Learning for Educators Series (PLES) courses in (a) [Transformative Instructional](#_bookmark0) [Leadershi](#_bookmark0)p (b) [Integrated Balanced Approach to](#_bookmark1) [Teaching English](#_bookmark1) (Language activities) and (c) [Interactive Mathematics Instruction](#_bookmark2) (Mathematics activities) for in-service ECD caregivers. These courses incorporate blended (distance and face-to-face) learning mode complemented by on-site instructional support visits from course facilitators.

The Scholarship will be provided through the Foundation for Learning (F4L) program implemented by the Aga Khan Development Network (AKDN) and funded by Global Affairs Canada (GAC), and the Aga Khan Foundation, Canada (AKFC).

Successful applicants will undertake a one-year course. Course graduands will join the PLES Alumni cohort for collaboration beyond the program. This opportunity is currently open to ECD caregivers from Arua and Yumbe districts, West Nile Region, Uganda.

The eligibility criteria for application for these courses is as follows:

1. An applicant must be 50 years of age or younger.
2. An applicant must be a practicing teacher in a public, or not-for-profit ECD Centre, or,
3. An applicant must be willing to dedicate 4.5 hours a week to participating in course activities.
4. An applicant must possess a certificate or Diploma in nursery teaching or training in Early Childhood Development (ECD) from a recognized institution.

* Have good speaking and writing skills of English language, Lugbara and Aringa
* Are residents and teachers within schools in Arua City, Yumbe and Arua Districts.

In case of any questions or clarifications, kindly contact Ms. Ademun Jamila on 0789-428812.

**Application procedure**

Interested candidates should submit their Hand-written application letter, CVs, copies of academic documents, a photocopy of national ID, Letter of recommendation from your supervisor, a letter from the Local Council to The Programme Coordinator ECD – AKF Arua Office located at plot 3, Enyau Road- Niva cell, Arua city for those in Arua.

And for those in Yumbe drop it at AKF Office located along Odropi-Premier Road (Odropi-Cell) Ariguyi Ward, Yumbe Town council during working hours (8:00 am- 5:00 pm, Monday to Friday).

**Or** Email application letter and CV only to Jamila.Ademun@akdn.org

**Closing Date:** All applications should be received not later than **Monday 25th   
March 2024 by 5pm.**

**Clearly indicate the category of the course you are applying for in the application letter.**

**PLES Course Descriptions**

# Transformative Instructional Leadership (TIL)

TIL, under the Foundation for Learning (F4L) project, is a blended professional learning course for school leaders, that is gender responsive and reflects on the 21st century skills, pluralism, and ethics.

TIL focuses on leadership types, managing resources, emerging issues, and action planning. The distance learning course comprises of three modules, with each having an opening input session, bi- weekly input sessions during the practicum and showcasing and reflection session at the end of each module. All the sessions will embed Social-Emotional and Ethical Learning (SEEL), Technology Infusion in Pedagogy (TIP), Place-based Learning, Project-based Learning and Problem-based Learning (PBL), Assessment for Learning (AfL) and Interdisciplinarity. The course employs a variety of distance learning approaches that are adaptive to the prevailing contexts including online version, live version, offline digital format, and print version.

The aim of the course is to:

* build leadership deepening experiences for school leaders so that they can identify the type of leadership to deploy contextually.
* build management capacity for school leaders on human resources, physical resources, managing self and managing finances.
* create a responsive approach to emerging issues in teaching and learning.
* build critical thinking and problem-solving competences through evidence-based and action research approaches.
* prepare school leaders for active engagement on Virtual Community of Learning Activities (VCoLA)

# Integrated Balanced Approach to Teaching English (IBATE)

IBATE is a professional distance learning course for teachers of English/Language that is gender responsive and reflects 21st century skills, pluralism, and ethics. The hands-on experiential learning course will focus on innovative, transformative pedagogies in literacy skills acquisition, pedagogy, and curriculum support material development. The distance learning session will consist of three modules, each with an opening input session, bi-weekly input sessions during the practicum and showcasing and reflection session at the end of each module. The sessions will embed:

* Development of participants’ own active, confident, and competent use of English language
* Gender responsive pedagogy
* Development of materials and practices fostering authentic use of English language in different contexts
* Integration of technology in the pedagogy that is up-to-date, and learner-centered
* Cross-cultural communication competences
* Effective lesson observation and critical reflection on one’s teaching practice
* Development of skills in communicative language teaching
* Preparing the participants for Virtual Community of Learning Activities (VCoLA).

The live sessions will be complemented by asynchronous online session and offline self-regulated learning sessions. The aim is to build the professional capacity of the facilitators (teachers) as well as their facilitation skills (pedagogy) and the support of the facilitation (material development) in a developmental manner. The course will also link classroom experiences to innovative diverse pedagogies in a reflective approach to deepen the transfer of training into practice.

# Interactive Mathematics Instruction (IMI)

IMI is a professional distance learning course that is gender responsive and reflects on 21st century skills, pluralism, and ethics. This interactive course aims at reconceptualizing mathematics teaching and learning for today’s early grade schoolteacher. IMI aims at building on teachers’ pedagogical approaches towards cognitive guided instruction (CGI) as an approach towards mathematical activities’ instruction, enhancement and resource material development. All sessions will embed Social-Emotional and Ethical Learning (SEEL), Technology Infusion in Pedagogy (TIP), Place-based Learning, Project-based Learning and Problem-based Learning (PBL), Assessment for Learning (AfL) and Interdisciplinarity. The blended learning course will comprise of three modules, each having an opening input session, bi-weekly input sessions during the practicum and showcasing and reflection session at the end of each module.

The course focuses on:

* Advancing participants facilitation, mentorship, and coaching skills through distance learning.
* Effective preparation for instruction
* Developing deeper mathematical thinking skills to enable teaching for understanding
* Enabling CPs to develop and effectively use low-cost no-cost learning support materials
* Enabling participants to successfully use different learning approaches for different content and contexts
* Developing the skill of critical reflective practice on one’s teaching practices
* Preparing the participants for Virtual Community of Learning Activities (VCoLA)

The live sessions will be complemented by asynchronous online session and offline self-regulated learning sessions. The aim is to build the professional capacity of the facilitators (teachers) as well as their facilitation skills (pedagogy) and the support of the facilitation (material development) in a developmental manner. The course will also link classroom experiences to innovative diverse pedagogies in a reflective approach to deepen the transfer of training into practice.