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Impact Analysis: Experiences of a Ugandan Professional Development Trainer

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Abstract

Creating impact or making a difference in my school system is an issue that boggles my mind everyday I wake up to go to (and return from) work. This is mostly so when I am involved in facilitating a workshop or programme. Such questions as: will the teacher participants learn something (new) they can implement in their classroom(s), or how will I know that they have learnt it and later implement it in their classroom, always ring in my mind. An attempt has been made to document the likely impact on teachers I work with. Some of the highlights are presented in this paper.

The paper briefly traces the roles and responsibilities I have held and performed as a Professional Development Trainer (PDT) of Aga Khan Education Service (AKES), Uganda, upon my return from Aga Khan University Institute for Educational Development (AKU-IED) after completing the MEd programme in the year 2000. During the programme, our cohort was trained and qualified as exemplary teachers, teacher educators and teacher researchers. Suffice it to say that I have not had an opportunity to perform all the three predestined roles, but the teacher education role stands out prominently.

The paper, therefore, reveals the evolution of my responsibilities and the corresponding tasks. Moreover, a greater part of the paper dwells more on revealing the impact that my professional responsibilities/activities had on the teachers that I have worked with in different interactions/activities. Notable ones include understanding and re-examination of the teachers' roles and attitudinal changes towards learners. Evidence has been captured in teachers' reflective journals and evaluations following professional dialogues/discussions and workshop courses. Teachers' comments will be cited verbatim to illustrate the likely impact as noted by the teachers concerned.

Finally, the paper will highlight some of the noted challenges in realizing and documenting impact, for example, the changing nature of teachers' perceptions, time to follow-up, document and corroborate teachers' sayings and perceived changes in their teaching

practices, and the over-emphasis on exams that often detracts from the teachers' readiness to use the teaching strategies shared during programmes/courses and workshops.

Background

This paper traces the roles and responsibilities I have held and performed as the PDT of AKES, Uganda, upon my return from AKU-IED after completing the M.Ed. programme in the year 2000. More importantly, the paper will highlight the impact that has been created as a result of the roles and responsibilities held. During the programme, my cohort and I were trained and qualified as exemplary teachers, teacher educators and teacher researchers. Suffice it to say that I have not had an opportunity to perform all the three predestined roles effectively, but the teacher education role stands out prominently.

When I returned in the third quarter of 2000, I resumed my former role (prior to joining the M.Ed. programme) as deputy headmaster of the Aga Khan Primary School, Kampala. My responsibilities were more of classroom teaching and less of school administration because, already, there was a headmaster and two deans/deputies. At the end of the year the headmaster resigned. The two deans and I worked as a team to steer the school until a new head was recruited and took office in April 2001. In March 2001 I was appointed to the post of Professional Development Trainer. My major responsibility in this portfolio was to structure professional development of staff in the schools' academic programmes.

In addition to AKES, Uganda (AKESU), responsibilities, I acted as a liaison officer for the Professional Development Centre, East Africa (PDC EA) and International Academic Partnership (IAP) in Uganda, and of recent, I am engaged in East African Strategies in Education (EASE) in Kenya, Tanzania and Uganda, eg, the inspection programme. It is important to note that in my multiple roles and responsibilities I do not only plan but also execute the plans. Determining my effectiveness (impact) is my primordial preoccupation.

From the outset I have to state that, though the activities I am engaged in are vast, there is evidence that impact has been created. The basis for my claim is the feedback I receive from those I report to and work with. Moreover, for the purposes of this paper, I will limit my report to the impact arising out of staff professional development activities with teachers of AKESU schools. Impact emanating from my and colleagues' roles as facilitators of PDC EA programmes has been highlighted elsewhere, e.g., Visiting

Teachers/Certificate in Education Programme module evaluation reports and the recent evaluation of the PDC EA Lead-in Project. To further narrow the scope of the paper, I will report on one important aspect that was introduced to promote teacher development -- reflective practice through writing of reflective journals following workshops, especially for teachers of the Aga Khan Primary School, Kampala.

Literature on reflective practice

Reflective practice has gained currency as bedrock for teachers' learning and improvement of their teaching practice. Dewey (1938, p. 38) argued that to reflect is to look back over what has been done so as to extract the net meanings, which are the capital stock for intelligent dealing with further experiences. It is the heart of intelligent organization and of the disciplined mind. He (1933) pointed out that reflection goes through different steps. The first step starts with 'perplexity, confusion, doubt' due to the nature of the situation in which one finds himself/herself. The second step involves 'conjectural anticipation and tentative interpretation' of given elements or meanings of the situation, and their possible consequences. The third step involves deciding on a 'plan of action' or 'doing something' about a desired result (cited in van Manen, 1995, p. 34).

McNiff (1993, p. 59) argues that teaching and learning are two sides of the same coin; they are two perspectives of the same process. The process of practice becomes the object of inquiry; practice becomes inquiry. The practice of teaching others becomes the process of learning about oneself. Moreover, Knowles, Cole and Squire (1999, p.376) distinguish between reflective inquiry and reflexive inquiry processes of researching teaching. Reflective inquiry is an ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, curricular, intellectual, societal, and ethical contexts associated with professional work. Reflexive inquiry, on the other hand, is reflective inquiry situated within the context of personal histories in order to make connections between personal lives and professional careers, and to understand personal (including early) influences on professional practice. Both these strands of inquiry informed my introduction and promotion of reflection.

Evidence from the teachers' reflections indicates that teachers experience the process mentioned above. Introduction of something different from the already known is bound to cause doubt and confusion as already observed by Dewey (1933). It has to be understood that staff professional development targets teachers who have had their initial teacher training. These teachers possess beliefs, values and understandings that we endeavour to change and improve. Such beliefs are so entrenched that to understand whether one

is having an effect/impact one has to think of a mechanism that can enable him/her to know whether the hope for change is occurring. The mechanism introduced was teacher reflection through writing of reflective journals.

Introduction of reflective journal writing

Following staff professional development activities, the teachers were asked to indicate their personal response(s) to the professional development activities. It is important to note that when the teachers were asked to write their personal responses to the programme in form of observations, reactions or suggestions, they raised many questions, especially wanting clarification on what I wanted them to write. In short, I asked them to write whatever they wanted to write in response to what they had experienced during the workshop. I emphasized that there was no format to follow while writing their reflections neither was there any specific information I wanted them to enter in their journals. All this was done in the interest of wanting to receive authentic feedback from the teachers since I hoped they would reflect on and enter whatever struck their mind during the workshops/reflective talks.

To date, involving teachers in reflective practice (journal writing) serves two purposes:

- a) Encourage teachers to think deeply about what has been exposed to them, relate it to what they already know and practice, and think of how they can incorporate it in their belief system and teaching practice;
- b) Enable the facilitators to obtain feedback from the teachers in terms of participants' understanding of the concept(s) shared, aptitude and willingness to implement, and provide reference points for ease of follow-up and monitoring.

Data that is presented in this paper were derived from the teachers' reflective journals. An interpretational analysis was used in order to gain insights into teachers' reflections. Teachers' journals are read and useful comments made, usually imploring them to continually think of what has been shared and tried in their respective classrooms (see appendix A). Therefore, evidence of evolving teachers' understanding and practice (impact evidence) has been captured in their reflective journals.

Before delving into presentation of evidence of the likely impact, there is need to isolate and establish the basis for the expected impact.

Impact base

While looking at impact, it is important to understand the basis for our intervention, and the content/nature of our intervention. Likewise, one can be able to stand back and determine whether the impact has been created or not. From an AKES U point of view, it has an education philosophy and preferred teaching methods expected of every teacher. Paradoxically, the teachers' initial training does not match the expected AKES U practices. The education philosophy and its corresponding teaching methods are based on contemporary education trends (interactive teaching approaches). On the other hand, the teachers who are supposed to implement the philosophy were trained through the behavioural approaches to teaching and learning.

The nature of our intervention is to promote better understanding and practice of interactive teaching methods and approaches, inclusive of which are:

- Understanding of students' role in the teaching learning process;
- Understanding of the school curriculum, eg, purposes, teaching syllabus;
- Promotion of teaching approaches such as project work, inquiry etc;
- Understanding how different children learn and managing students and their behaviour;
- Care for and respect of students as developing human beings;
- Enhancing teachers' professionalism through creation of an understanding of their role as teachers and commitment to duty.

Impact of staff professional development programmes (SPD)

Interpretation of teachers' reflective journal entries and oral comments indicate that impact has been created at different levels: understanding of the AKES education system and philosophy, evidence of teachers' learning and understanding different teaching approaches, apparent change in practice, change in teachers' attitude towards their work and profession. While presenting evidence of the impact created, teachers' journal entries will be cited verbatim. Teachers' initials will be used instead of their real names for the sake of ethical and confidential issues.

Appreciation of SPD

Reading teachers' reflective journals indicates that teachers appreciate staff professional development activities. This is an important opportunity for the AKES school system for it provides fertile ground for teacher development. Some of the appreciations are

presented thus:

It is worthy having refresher courses like this because it enables one to clear out doubt and improve on the weak areas in classroom activities. I am sure I have consolidated some good ideas and built confidence in myself. I feel there will be more improvement opportunities in handling learners within the AKES philosophy and the national aims of education. The information I earned from the short course is quite educative and guideful [sic]. I feel one is reminded and expands her professional knowledge of teaching e.g. exploring other models of teaching and learning. I think it is quite a good service the administration is doing to us as teachers. The change may not be realized immediately, but later one may see it (NM, 06/02/2002).

Before being exposed to the nation's philosophy I thought it was far different from AKES but to my surprise, there is no much difference. I feel that what is being done here is the best way of teaching children understand better than the lecture method. It may seem to consume time but still it is so beneficial to the child. I feel that I should try all the methodologies that are exposed to me to improve on my teaching methods. Since we started the week, I am not the same. I have learnt quite a lot. And I feel that all your objectives have been achieved on my side (MK, 05/02/2002).

Evidence of teacher learning

The teacher narratives are indicative of a conceptual change that is beginning to emerge at the theoretical and conceptual level. Most teachers have highlighted evidence of teacher learning. The following excerpts exemplify this:

Personally, I have gained a lot in the approach on how to handle certain topics, for example, training a child through practical work. Indeed lessons become an enjoyment to both the child and the teacher through the child-centered approach. In all the institutions I have attended, they have been emphasizing that children learn by doing but without action in place. In this workshop, I have had a striking that forces me to use this method. I feel I should carry on the same. This boosts our profession (NM, 28/2/2002).

I have acquired some new skills and techniques in my teaching. When I come to class to teach a lesson, I am not teaching the class but an individual. And I have to plan how I am going to cater for this individual, yet at the back of my mind I have the whole class at hand. That is when I have to promote the teamwork through cooperative learning.

As a teacher, it is really a bit difficult as I am alone handling over thirty individuals. So as I went through this workshop I learnt that if you make them busy and they really understand what to do, I will be monitoring and guiding them only. At the end of the day, the individual child has learnt a lot from both the teacher and the mates (MN, 2/2/2002).

What I have realized is that the philosophy (holistic nature of education) does not only make the learners understand but also lets or gives an opportunity to the teacher to learn both from the child and from his own work. For example, if the teacher carries out practical lessons, in the process of preparing he... they get to understand better the concepts they are going to teach. This is so because it is not unusual that many teachers were taught the cram way and hence may pass on the concepts the way they crammed it (KC, 05/02/2002).

Once such comments are read an effort is made to followup with teachers to check whether there is a corresponding change in their practice. It is at this point that hard evidence is adduced, and as such involves looking at children's work and behaviour during tasks. Below are teachers' comments about their perceived change in practice.

Evidence of change in practice

Although I have been using project approach, the workshop has polished and widened my understanding of the approach especially on how to organize short-term projects. The idea of checkpoints in project approach was new to me and was really a missing link and yet a benchmark to a successful project. I am ready to incorporate the ideas gathered from this workshop as a way forward in the journey of my professional development (AH, 20/09/2002).

... I shall be discussing and sharing my experience with you on my attempt to improve my teaching by implementing my newly acquired methods

and personal creativity. I wish to state it to you right from the beginning that I feel my teaching has improved and I hope with less doubt that it will even be much better. I am now much able to spice up my SST lessons with activities and communication skills that enable me to carry along with me almost each learner in his/her individuality to the end of the lesson. One big challenge I still think of is; why the big range between the high achievers and the below average learners in lesson activities when done individually? (MT, 06/06/2003)

Change in attitude towards professional work

As mentioned earlier, part of our staff professional development aims at enhancing teacher commitment and professionalism. Some of the teachers' journal entries reflect change in their attitude. This has enhanced their outlook to professional duties and responsibilities, hence, understanding and appreciating their own and the school's expectations as reflected below:

At first I was really annoyed when they took me to P.E., but after some few lessons, Tr. Fred (referring to me), I changed. I realized that in this world we can manage a lot of things and that we are able to handle things we never had speciality in. 'Cause now there are lots of things I have learnt in P.E. and I know my lessons are really enjoyable. I also would like to thank my colleague Mr. Kityo cause he is one person you can work with without any difficulty. Not like some people I have worked with. And I am happy that I am building my CV, which is opening more doors for me now (CK, 30/5/2002).

I used to enjoy it (missing lessons) sometimes when something interferes and I don't have to teach (sometimes) of course this would mean next week no lesson plan for that particular class because I would have this old one to use. But to be honest I now feel great pain if I plan and I do not use it (teach) due to reasons uncertain (NK, 6/8/2003).

Importance of reflection

Reflective practice has been appreciated by most of the teachers. Some have gone to the extent of continuously entering their journals during the course of their teaching. Some of the comments on use of the journal read:

About the reflections in my journals I learnt a lot. It has taught me how to identify my strong and weak points and also find possible solutions to problems or challenges. When you introduced reflection books you do not know how much stress you lifted off my shoulders that I have carried all these years. And I am a changed person. My dad also knows a lot about you because I keep telling him that am going to discuss with you. It's unfortunate that he is sick and cannot live longer. You have tamed me from the person I was most of the times. Reflecting helps me put down my troubles and fears and that way I do not keep grudges or hate people (NKH, 22/5/2003).

It is long since I reflected and I feel guilty not that I will be punished physically but it had become or is rather a part of me now. A friend I pour my troubles out for discussion and comfort. This book is a friend I share with my joy and sorrows even frustrations and problems (NKH, 10/6/2003).

Challenges to realizing accelerated impact

It needs to be observed that in reality the expected impact does not match the realized impact. This is brought about by a number of factors, some of which include:

Teachers resistance to change

Teachers' comments highly point to their resistance to adapt new ideas. One teacher gave an overview of some of the reasons that can affect realization of impact. She narrates:

The child-centered approach has a number of opportunities and generally even our parents know that.... Some of the problems we may encounter are time limit, teaching resources, personnel (teachers) and parents' expectations so this approach tends to make the system more effective.

With specific reference to teacher resistance, she reflected:

... the problem is the attitude of the teachers who are to implement it. They may not be easy to persuade for they also have undergone through different training and they also have their own decisions to make (SS, 05/02/2002).

A perfect example of teacher resistance can be seen in one of the teacher's journal entry that reads:

Within myself, there has been a tendency of resistance and change to the system as required by AKES. But this can be gradually removed or changed with time. This requires a lot of workshops so that whatever is covered can be applied in class (KP, 05/02/2002).

Teachers' understanding of the ideas seems to be fluid. Even after they have indicated that the ideas shared were hilarious, work well for them, it has been found that such perceptions change with time.

Involving teachers in reflective journal writing has been an attempt to document teachers' evolving understanding of the ideas shared. Teachers verbalize the change they undergo, and most of this is witnessed in their practices. Documenting and disseminating such experiences is still a challenge. For example, teachers always applaud the ideas exposed to them. How does one document such?

The over-emphasis on exams often detracts from the teachers' readiness to use the teaching strategies shared during workshops. Teachers want to see a correlation between child-centered approaches and realization of excellent examination results. No systematic use of such approaches has been witnessed at one particular education cycle so as to be able to determine the students' output. In addition, no study has been conducted in this area. This often results in recourse to transmission of facts which most of the teachers believe assures better exam results.

Challenges to the teacher mainly lie in making child understand and retain the knowledge so that it could be used in examinations. This seems to be the biggest challenge where at the end of the session, year, the stakeholders need good results from which they need to assess the teachers' ability to teach the children (KP, 06/02/2002).

Coordination of professional development activities and monitoring teachers is another challenge. Experience has shown that when teachers are constantly followed up they tend to implement what was shared. In the absence of someone to monitor them, they tend to have recourse to what they were doing before the intervention. Lack of monitoring and follow-up is brought about by the heavy schedule of the facilitators.

Lack of school administration support tends to impede implementation of the ideas shared hence slackening realization of impact. There is a tendency for some heads to discourage their teachers from use of the teaching strategies. They expect teaching to prevail in particular ways that are in most cases different from what the teachers endeavour to practice. Interestingly, such practices are not demonstrated. Some of the teachers end up getting confused. Whether to teach according to what they have been told to do or the way they feel works for them.

There are incidences where some of the teachers claim to have learnt a lot but fail to implement their learning. In other instances, some claim to have learnt a lot and that the ideas are working well in their classroom. However, when observed or pressed to provide evidence, it is not existent.

In some instances, teachers' reflective journal entries are full of complaints about the school administration and system in terms of low pay, too much workload and lack of respect as professionals. Less of their learning and how they intend to implement it is recorded.

There is an apparent shortage of time for the teachers to learn, reflect and plan and implement their learning. This is brought about by heavy workload where most of the teachers at least teach all the lessons on the timetable.

All the workshops are geared towards enabling the teachers to become more professional -- equipping them with a variety of teaching approaches that can boost students' interest and curiosity. These methods require extra time for planning and meeting students either individually or in small groups. This is constrained by heavy workload as teachers are mostly in classes day long or attending co-curricular activities.

Teachers seem to be demoralized by what they consider to be low pay. Compared to their counterparts in the government system, their pay is quite low, and yet there is no accommodation or transport subsidy provided. This in a way affects the teachers' willingness to put in extra effort and time to meet the demands of the child-centered teaching approaches.

In some instances, some teachers have shown much enthusiasm in pursuing SPD programmes. Upon return from such programmes, little or no enthusiasm to implement their learning has been shown. Worse still, such teachers have not been able to indicate the real reasons hindering them from implementing learnt ideas. It has been observed

that some teachers tend to create obstacles to account for their lack of initiative instead of exploring opportunities around them. Such an attitude tends to slacken implementation of ideas leading to lack of hope for impact.

Way forward

Evidence from the teachers' journals and their own rhetoric extol the service AKESU extends to them. What is comforting is that all the teachers perceive themselves lacking certain skills and competences, which they do not shy from mentioning and appear ready to pursue any programme(s) they feel will enable them to acquire such skills and competences. This is an excellent opportunity on which to base and tailor SPD.

The writing of reflective journals seems to be appreciated by the teachers. Especially, after every SPD some teachers will enter their reflections even when not asked for. This is commendable and needs to be encouraged. Considering the amount of workload it is usually fair to allow them time to enter their journals and submit them at their convenient times.

SPD is considered key in the AKESU's system of thinking and planning. Objectives are set and a sizeable percentage of the school's budget is allocated to SPD. However, in practical terms, the thinking does not match the practice. SPD schedules are the most uncertain. They are often postponed and cancelled, especially the ones planned during the term. Moreover, such SPD are meant for follow up to the ones shared during the holiday time. There is need for the school leadership to foresee and plan properly. Staff development is as important as, if not more than, rehearsing for sports. In any case, such SPD cannot be successful if teachers do not really believe in them and don't have the commitment to do so. It is understood that there are many competing agendas in a school system. The only way forward is not to overlook one activity at the expense of the other, but aspire to attend to all aspects and allot appropriate time to all the activities. In an ever-changing educational environment and dynamic institution expectations keep increasing. This highlights the impetus to constant exposure to new ideas and concepts.

There is a tendency for school systems to only focus attention on teachers. Every time the teacher is the one who has not done this or that. It needs to be recognized that teachers are like "spokes of a wheel." Teachers cannot exclusively work well without the support of the system. This support is in form of providing the resources required, time for teachers to learn and plan for their teaching, appreciation for effort put in rather than threats, understanding that things can sometimes work or not, and a systematic review,

and understanding and appreciation, of the teachers' welfare.

In addition, there is always a tendency to expect too much within too short a time. It is generally agreed within the realm of educational change literature that change is a slow process. Realization of impact has to be looked at differently for the different individual teachers. The person monitoring and/or following up teachers needs to be elastic to accommodate teachers' differential rate of change adaptation and adoption.

SPD benefits the individual teacher as well as the school system. Moreover, the greatest beneficiary is the teacher. Teachers ought to desist the thinking of "giving in according to how much she/he earns." This is retrogressive thinking which neither benefits the teacher nor the school system. Implementation of ideas should not be pegged on the salary received. Such a view contradicts one of the qualities of a professional -- **service beyond self and having an intent to act in the interests of the clients.**

Teacher-researcher role

The evidence presented above has been gathered during my role as mentor, facilitator and overseer of staff professional development activities -- the teacher education role. Implicit in the way I work with the teachers, plan professional development activities, execute the plan, analyze impact and present it the way I have done in this paper points to performing the teacher-researcher role. Nonetheless, I have been engaged in some research study, for instance a survey on teachers perceptions of their own professional development. Currently, I am engaged in an action research study on student discipline.

Conclusion

This paper has presented evidence of impact created due to on-going staff professional development activities. Such impact include evidence of an appreciation of SPD, teachers' learning, change in practice and importance of reflection. The paper has also highlighted factors responsible for hampering realization of impact. A way forward has been suggested. There has been an attempt to report impact that has been documented in teachers' reflective journals. This has been one of the many ways of documenting impact, others may include video recording teacher conversations, classroom observation report and action research reports to mention but a few. It is hoped that documentation and reporting of impact will remain key in my professional responsibilities. This is an accountability mechanism that I am committed to assuring.

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Teachers' Reflective Journals for:

1. Arinaitwe Hannington
2. Anuradha Mohan
3. Kadaali Patrick
4. Kajubi Milly
5. Kasaato Christine
6. Kawere Charles
7. Mafabi Nancy
8. Nageeba Kasozi Hassan
9. Musiime Twaha
10. Nsereko Mary
11. Sserwadda Susan

Appendix A

MY JOURNAL REFLECTION ON THE TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP HELD ON 30 MAY 2002

Topical issues discussed were:

- Planning for teaching;
- Lesson planning as a heart of classroom teaching;
- Pupils and behaviours in class that affect our teaching;
- The classroom environment that children want.

In the first place, I want to appreciate and uphold the Aga Khan Education System that

rightly understands that learning is a continuous process regardless of one's age and level of education.

The system therefore in my view has provided a rare opportunity of availing teachers with interactive sessions to share their diverse professional challenges and then chat out a course of direction.

I am proud to say the workshop I have gone through have enabled me to increase my professional confidence to deal with the job challenges. And this has helped me to deliver in a relatively better way as a teacher.

Through this workshop I was able to learn and accept that successful teaching is part and parcel of good planning. Indeed, the ability and level of planning has a bearing on both the immediate and cumulative learning outcomes.

I think I was one of the greatest beneficiaries of the two concepts of continuity and progression that were widely discussed and internalized. My biggest mystery was inability to relate homework with the current topic in progress and now through the workshop. I have found out that its vital to give homework that is related with the topic in progress so that homework and class work can really compliment each other and whenever we go through homework its already an introduction of a new lesson of the day.

My findings have tentatively revealed that more pupils participate in homework when this approach is employed than those who used to participate before.

I have now started designing short-term SST projects in form of homework and there is evidence that pupils read widely in order to work on these projects. The dilemma now is how to maintain the projects for sustainable use. In fact, I have also found out that through project work that most parents are involved in helping their children to produce good work, which is also a part of learning.

Through the workshop interaction, I have learnt that understanding children behaviours is critical in the teaching learning process. As I plan my lessons, I always think of suitable activities that can appeal to the children who tend to exhibit indiscipline during teaching learning process.

Therefore, understanding behaviours of children has enhanced my ability to plan effectively and give focused guidance to children. This in my view has yielded positive results.

Sometimes when parents come in to discuss the academic progress of their children with me I am better equipped with accurate information to give to the parent. Thus, the workshop has made a better place to give adequate accountability to parents as well as my supervisors.

As regards the classroom environment, I have tried to instill a sense of self- respect, group and individual accountability and increased involvement in decision-making. In fact, in my own class, 5K, the class helped me to control the two undisciplined children and we all, as a class, collectively boast of the excellent discipline standards. We no longer spend time to settle indiscipline cases.

I therefore think that the way forward on discipline is to study the individual needs of the children and use them as a tool when planning our lesson activities.

All this wealth of experience emanates from the high level interactive discussions we are exposed to during the workshops.

By teacher A.H

Comments by the Facilitator

Arinaitwe,

Thanks for the good work that you are doing in class. Thanks, too, for appreciating the service the institution (AKES, U) is providing to the teachers. It is important to realize that the workshops are intended to enable the teachers to acquire a repertoire of teaching strategies/techniques. It is prudent, therefore, for the teacher participants to implement what they have learnt and inform the workshop organizers and/or facilitators how the implementation is going on and what the possible outcomes are like. This reflective journal is a tool you can use to share your thoughts and experiences. I look forward to reading your continuous reflections.

Fred
15/10/02