

Good Practices Field Documentation

Purpose:

To document Good Practices from field teams by capturing effective, replicable strategies and approaches that contribute to improved project outcomes and sustainable results.

GOOD PRACTICE – School-based CPD model is low-cost and scalable in low-resource setting.

1. Introduction

This good practice focuses on school-based Continuous Professional Development (CPD) mechanism where trained teachers receive supportive supervision, coaching, mentorship and peer support led by the CPD Committee at the school level. The school-based CPD committee consists of the head teacher, deputy head teacher and department heads/subject leads who are mandated to supervise teachers through the provision of ongoing teacher professional support.

During PlayMatters' (PM) implementation of LtP in schools, it became evident that training alone couldn't lead to meaningful improvements in classroom practice unless reinforced by regular supportive supervision, coaching and mentorship from instructional leaders.

This good practice was implemented between 2023–2025.

2. Objectives

- Enhance teacher capacity through on-going professional development support to sustain the implementation of LtP.
- Support teachers to effectively integrate LtP in lesson planning and classroom delivery.

3. Good Practice Description

The PM project, in collaboration with the district education officials, established government-mandated school-based CPD Committees with the aim of improving the quality of teaching and learning in refugee hosting schools in Uganda. Despite receiving face-to-face foundational and refresher trainings on Learning through Play (LtP), teachers faced challenges integrating LtP in lesson planning and classroom delivery due to limited skills and low motivation on applying LtP. To address this challenge, the project supported the implementation of the Uganda Ministry of Education and Sports' (MoES) CPD Framework by strengthening school-based CPD Committees to provide hands-on support through regular supportive supervision and consistent follow-up.

The project provided a three-day training for the school-based CPD committee with content co-created with MoES on topics including conducting peer learning (teacher learning circles), supportive supervision, lesson review and feedback. The training also covered support to develop school action plans to implement CPD activities with limited monitoring and follow-up support from project teams. At the school-level, these plans included bi-weekly peer learning opportunities and plans for CPD Committees to observe and supervise teachers once per month.

The school-based CPD committees also received termly supportive supervision visit from district level officials and Trainers of Trainers (TOTs) to effectively implement the CPD activities. These visits not only motivated CPD committees and teachers but also helped them to troubleshoot implementation challenges on an ongoing basis.

4. Key Results and Lessons Learned

Continuous support, coaching and mentorship enabled teachers to apply LtP in classroom delivery, enhanced learner engagement and improved learning outcomes. The school continuous assessments for children have shown improved learner performance in their termly and yearly exams. In the refugee-hosting schools, where CPD was implemented, Primary Leaving Examination (PLE) average scores increased from 85% in 2023 to 90% in 2024.

Lessons learned include the importance of school-based continuous professional development, which enhanced the capacity of teachers to effectively deliver LtP-integrated lessons into pre-primary and primary school lessons that led to improved learning outcomes.

5. Replicability and Scalability

This practice is highly replicable in low-resource setting with limited support. It requires training headteachers, deputy head teachers and the Heads of department/subject leads to implement CPD activities in support of teachers. This should also be reinforced by the district inspector of schools (DIS) and college Coordinating Center Tutors (CCTs) during their regular monitoring and supervision of schools. Moreover, for this to succeed, the DIS and CCT should integrate this support into their workplans and inspection tools to monitor and support the school-based CPD committees to implement CPD activities. The CCTs should also organize and lead the CPD Community of Practice at Coordinating Center (CC) schools on a termly basis to reflect, review and share experiences on CPD implementation success and challenges.

6. Conclusion

School-based CPD is a low-cost and replicable model in low-resource and crises-affected settings. It is key to support education reform efforts to improve quality. Through direct engagement with teachers and instructional leaders supported by district education officials and limited monitoring support by project staff, it is possible to improve education quality and learning outcomes.

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