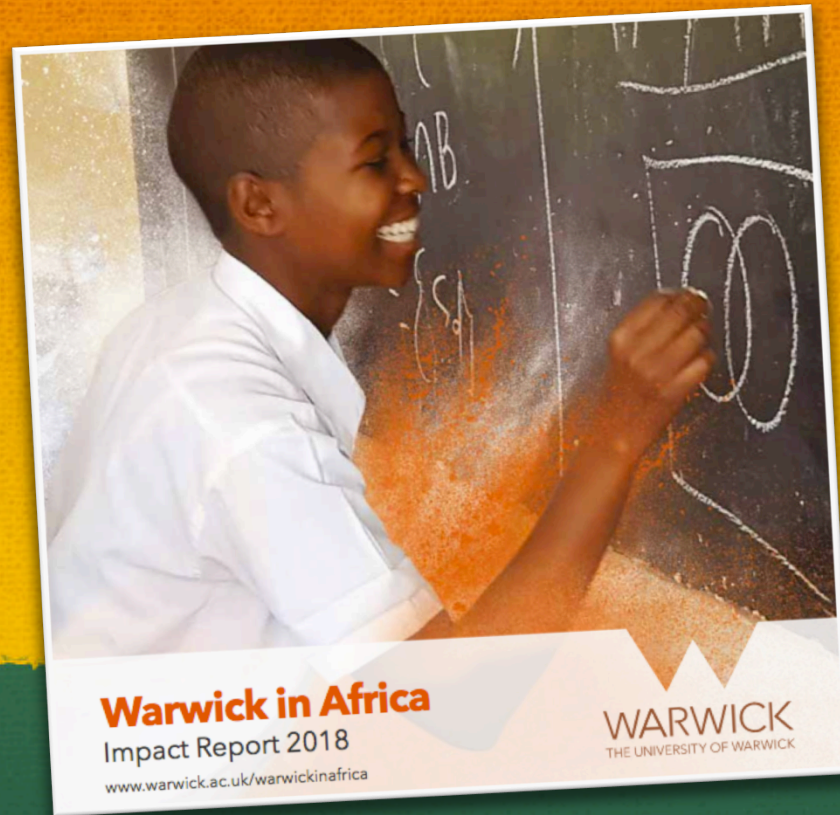


Leading with an enhancement
approach: Warwick in Africa
workshops for teachers of English
in Ghana

Tilly Harrison
Richard Smith

Overview

- Warwick in Africa
- Evolving Continuing Professional Development (CPD) for English teachers in Ghana
- First experience 2017
- Using the 'Enhancement Approach' 2018
- Success Stories
- Future plans



Warwick in Africa

Sending University of Warwick students to schools in three countries in Africa for 4 or 6 weeks in summer since 2006

Every year reaching more schools, students and teachers

Our impact 2018

15,036 LEARNERS
taught this year



605,000 learners
benefitted since 2006

717 teachers
trained across
Africa this year

125,500
ADDITIONAL LEARNERS BENEFITTED
FROM US TRAINING THEIR TEACHERS
THIS SUMMER

10 African Lead Teachers
travelled to the UK for the Warwick
Study Programme



224 learners
TAUGHT BY EACH
VOLUNTEER TEACHER

28
African school
partners

44
learners in
average class

21 african teachers
at our annual Teacher
Conference in South Africa



96%
OF LEARNERS
TAUGHT BY OUR
VOLUNTEERS
NOW FIND
MATHS AND
ENGLISH EASIER

100%
AFRICAN TEACHERS
trained who feel their
teaching skills have improved

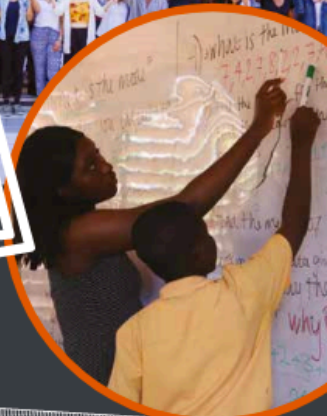


78 AMAZING WARWICK VOLUNTEERS

11 TEACHING PROFESSIONALS, 67 WARWICK STUDENTS



ENGLISH TEST RESULTS
45% to 66%



MATHS TEST RESULTS 35% to 53%



£10 approximate cost
to teach a child
for one month



Where we work

1. Morogoro TANZANIA

- ▶ Mafiga Secondary
- ▶ Sua Secondary

2. Kilombero TANZANIA

- ▶ Nyange Secondary
- ▶ Malecela Secondary

3. Mtwara TANZANIA

- ▶ Mtwara Technical
- ▶ Mustafa Sabodo Secondary

4. Dar es Salaam TANZANIA

- ▶ Chang'ombe Secondary

5. Agona East GHANA

- ▶ Kwanyako Catholic Junior High
- ▶ Nsaba Islamic Junior High
- ▶ Asafo AEDA A

6. Accra GHANA

- ▶ Nii Okine Basic School
- ▶ Aggrey Basic School
- ▶ University Staff Village Junior High A&B

7. Limpopo SOUTH AFRICA

- ▶ Edison Nesengani Secondary
- ▶ Kolokoshani Secondary
- ▶ Ratshikwekwete Secondary

8. Ivory Park SOUTH AFRICA

- ▶ Eqiniswa Secondary
- ▶ Tsosoloso ya Afrika Secondary

9. Alexandra SOUTH AFRICA

- ▶ Alexandra High
- ▶ Kwa-Bhekilanga Secondary
- ▶ Minerva Secondary
- ▶ Realogile Secondary

10. Soweto SOUTH AFRICA

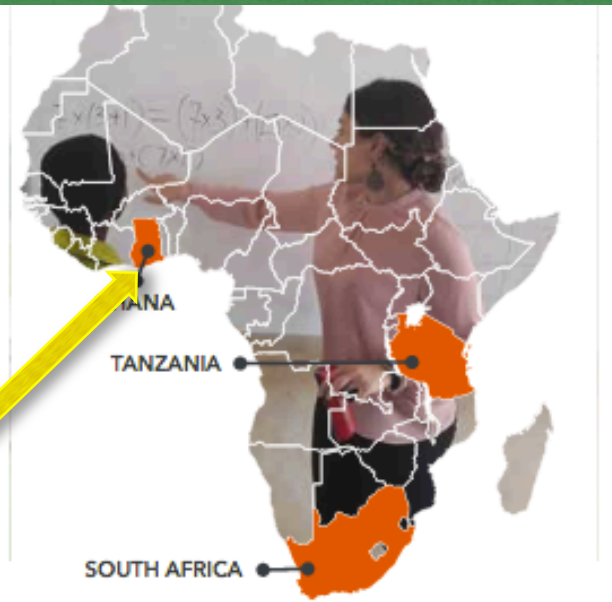
- ▶ Fons Luminis Secondary
- ▶ ... Secondary
- ▶ Phefeni Senior Secondary

11. Kayamandi SOUTH AFRICA

- ▶ Kayamandi High
- ▶ Makapula High

12. Mpumalanga SOUTH AFRICA

- ▶ Acorns to Oaks



Ghana, Tanzania and South Africa

2017

In UK

Working with lead teachers

In April, we planned a programme based on their perceived needs.

But since previous years' workshops had been given by 'experts' over a week that was still the expectation



2017 in Ghana

Working with lead teachers was an improvement on previous workshops

Trialled:

- group discussions
- reflecting on values (the ideal teacher, the ideal English classroom)
- sharing warm-up ideas



2017

in Ghana

BUT

- mainly a top-down experience
- transmission led by Ghanaian lead teachers
- Expected input from UK 'expert'





“Foldables”

Solomon’s Contribution

Most popular ‘takeaway idea’ from the workshop – brainstorming what you can do with a piece of A4 paper

Feedback 2017

- Very positive
- But often focused on what they lacked, especially TLMs (teaching and learning materials)
- Joined a WhatsApp group to keep in touch with Accra group of teachers
- But group was rarely used for CPD or English development

2018

In UK

Study Programme in
April

A new set of lead
teachers come to UK
Richard Smith gave a
session on 'Building
on Success',
modelling a
workshop technique
used in Nepal.



Teaching in low-resource classrooms: voices of experience

Edited by Richard Smith, Amol Padwad and Deborah Bullock



Stories of Success

Building on the 'Enhancement Approach' – gathering positive stories and sharing them

Teachers in difficult circumstances

- “A major reason for publishing these materials.....is to provide evidence that there is particular value in teachers in difficult circumstances **collaboratively sharing examples of successful teaching** as a starting point for their own further development.” (Smith, Padwad and Bullock, 2017 Introduction)

The 'norm' in much of the world

- Large classes
- Undifferentiated levels
- Uncomfortable (hot, crowded) classrooms
- No textbooks or other materials
- Bad quality furniture, black/whiteboards
- Lack of Continuing Professional Development or support for teachers
- No electronic equipment

Deficit model of CPD

- Assumes small, well-resourced classrooms are the norm
- Puts unrealistic expectations on teachers to replicate activities designed for these conditions
- Can result in additional, inappropriate pressures and burdens on teachers
- Example 'mix and mingle' communicative activities if students are too crowded to move

Enhancement model of CPD

- “The defining feature of an enhancement approach, then, is to see what works in teachers’ own experience, from their own perspectives, and to build from there, on that basis. “ (Smith et al., 2017)
- Assumes ‘difficult circumstances’ are the norm
- But any ‘difficulties’ need to be identified as such by the teachers themselves, not because outsiders see them that way

2018

In Ghana

All agreed to try out
the enhancement
approach in the
Warwick in Africa
teacher workshops:

Ghana

Tanzania

South Africa



Ghana

LEARNERS
TAUGHT

1,733



16

WARWICK
VOLUNTEERS

6

PARTNER
SCHOOLS

39

AVERAGE
CLASS SIZE



355

TEACHERS
TRAINED

7

AFRICAN
LEAD
TEACHERS



English - 190

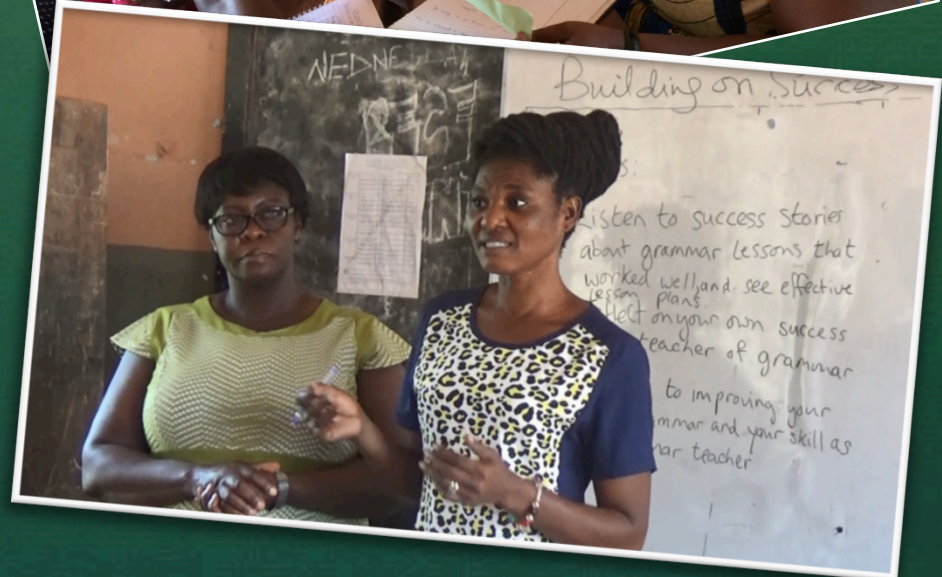
Maths - 165

2018

In Ghana

“Building on Success”

- Reflecting individually
- Sharing in a pair
- Sharing in two pairs and then in eight
- Choosing the best story to recount to the group



Stories of Success

- Participants are invited to remember a **recent successful teaching experience** and to share their experience informally in a small group and then to others in larger groups
- This ensures that the focus is on **positive experiences** and local context
- The role of the facilitators is to give a platform for these success stories and bring out common themes

When CPD is local and relevant

“We have liked all the Warwick in Africa workshops but we don't remember anything when we are back in the classroom. This year we will really remember what we have learned.”

Millicent Teaching Punctuation Ghanaian Style





Teaching and Learning Materials from the local context

Bottle tops for teaching number and colour

Home-made Teaching and Learning Materials

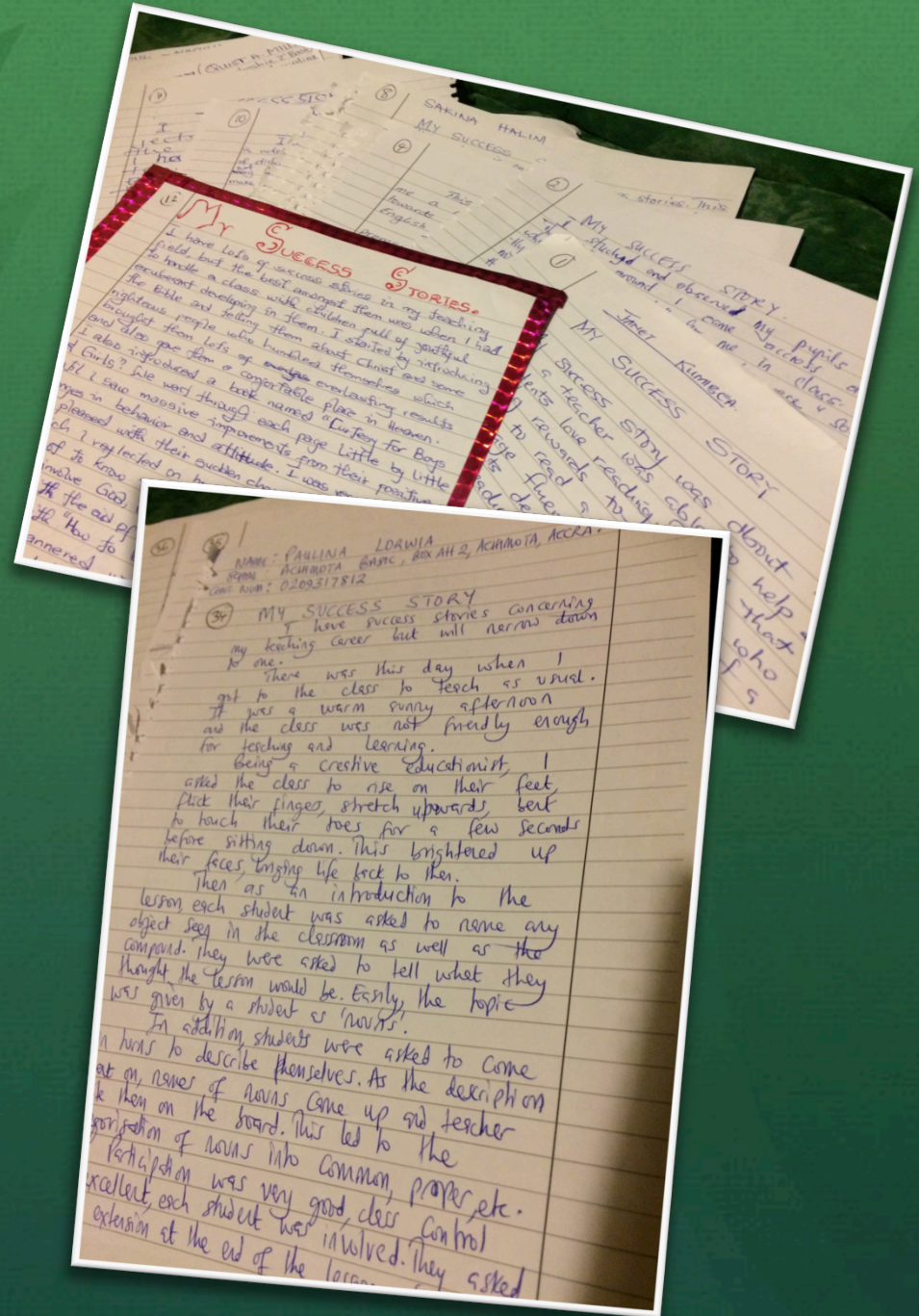


Written Success Stories

Collected 40 stories in Accra and videoed several in-class stories

Themes tend to be individual treatment of a problem student (17 stories) or a creative way to overcome a normal difficulty.

Only two or three were specific teaching ideas.

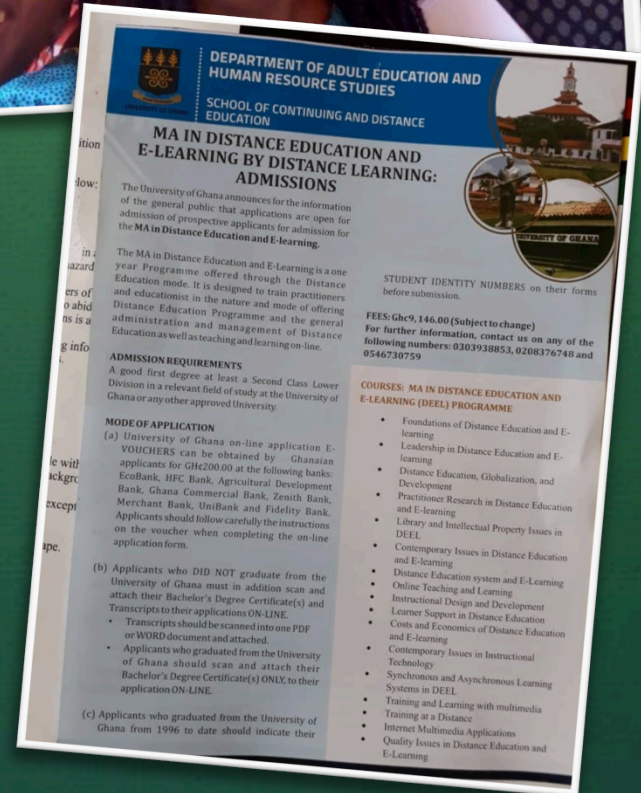


The boosting effect of reflection

“Sitting down and reminiscing on the positive achievements I've been able to accomplish so far doesn't only make me proud, but puts a smile on my face and boosts my confidence level .” (Naa Atswei Laryea-Adjei, English Teacher, Accra)

WhatsApp Groups

- Two groups this year, one for Agona, one for Accra
- Much more focused on classroom questions
- More sharing of good ideas
- Stronger sense of community



Future Plans

- **Expand the enhancement approach (Tanzania, South Africa)**
- **Another visit to Ghana – workshop just before the start of next academic year – September 2019**
- **Keep focussing on success stories and community building**
- **Deepen the enhancement approach, e.g. by encouraging inquiry and further sharing.**

Question

Can you see any role for the 'enhancement approach' (as opposed to a deficit model) in your CPD / teaching / teacher training ?