

Secondary Schools Principals' Workshop Report for 2016

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEА)

Executive Summary

In 2016, CEMASTEА implemented a training programme for principals of secondary schools in 18 counties across the country. The training took place between March and August 2016. The training was based on a Module developed in line with the CEMASTEА Training Needs Assessment (TNA) Report of 2015. The duration for the training was designed for a period of four days. The theme of the training was, ***Enhancing Pedagogical Leadership in the implementation of SMASE activities at school level***. The major thematic areas covered included: Practice of ASEI-PDSI in the classroom; ICT integration in teaching and learning; Management of lesson study at school level; Pedagogical leadership; Effective resource management and School visit

CEMASTEА Staff conducted the training at centers identified by County Teacher Capacity Development Committee (CTCDC). The approach used was through exposition, group activities and discussions, sharing of experiences including benchmarking by school visits. A training programme was provided to guide on session duration. 3308 Principals attended the training comprising 1407 males and 1901 females, which translates to 42.5% and 57.5 % respectively. It was observed that attendance was very good in most centers across the country. The number trained actually surpassed the expected number. Evaluation tools were used to collect data covering all the aspects of the training focusing on quality of facilitation and usefulness of the topics. The rating was based on a five-point scale (1-5) where 1- Poor, 2- Fair, 3- Good, 4- Very Good, 5- Excellent. The CEMASTEА trainers also observed on the organization and management of the training. Based on the analysed data, the following are key highlights arising from the 2016 Principal County training workshops: The Workshops was non-residential but participants were paid some allowance for accommodation; Quality of Facilitation was highly rated at a mean of 4 and above on a scale of 1- 5; The workshops were considered quite useful to the participants' professional role as school managers. This was inferred from the high mean ratings on this aspect; The participants appreciated the importance and relevance of the training; Most centers were well managed and the CTCDCs were supportive of the programme; Not all teachers have undergone training in SMASE activities.

During the training, it was also established that most schools had inadequate teaching and learning resources, physical facilities and teaching staff. ICT tools and materials were inadequate. Some teachers also lacked ICT skills thus requiring training. In conclusion, the workshops were generally successful. However, some recommendations were made on areas that require improvement which included the following: Increasing the duration of training to five days, equip schools with teaching and learning resources, and training teachers on ICT skills, the timing of the training should be such that it is done when schools are not in session or when activities are not many, the venues of the training should be away from own Counties and not in a school, similar trainings to be cascaded to the deputy principals and train all teachers in SMASE activities

Full report: <https://www.cemastea.ac.ke/index.php/2014-11-14-08-47-58/2014-11-14-09-00-47/category/18-training>