

## Golden Bell Nursery School – Uganda

Golden Bell (Visa Free Cluster) is reported by Robinah Zawedde as the top school in the Mukono District in the Primary Leaving Exams in 2017. The school itself attributes its success to the support they get from Education Quality.

Robinah reports that “The School Development Planning Team for Golden Bell agreed that their targets for improvement must be SMART as recommended in the OI Guide. They Collected contributions from all teachers through the Class teachers and then the team of five did the planning. A challenge was getting the two parent representatives to attend their fortnightly meetings. The following photographs are from Golden Bell and some of Robinah’s leadership training.



Golden Bell Nursery school selected the following four focus areas for the school development plan:

- 1. School in the Community**
- 2. Teaching & Learning Resources**
- 3. Parent Engagement**
- 4. Learning Materials**

### **Some highlights from their school development planning included:**

#### **1. School in the Community**

- Bringing in local experts to talk to parents about their role in environmental degradation (hoping to reduce the smell of stagnant water and faecal diseases and reduce the plastic waste problem)
- Inviting OI specialists to talk to parents and the wider community on parenting
- To pass learning materials on to students in local struggling schools (building their reputation and relationships with local area Education officers)

#### **2. Teaching & Learning Resources**

- Developing a standard checklist for quality in every classroom, (e.g. emotional intelligences faces, my dream zone, birthday zone, class rules, subject targets etc)
- Building ICT into the teaching
- Developing class-based development plans linked to the OI template
- Bringing STEM (Science, Tech, Engineering & Maths) approaches into their teaching including ethics, risk taking, self-reflection (both teachers and pupils).

#### **3. Parent Engagement**

The school described the parent engagement today as, “parents underestimate their major roles in the education of their children. Most parents thought that their input in the education of their pupils ends at paying school dues, dropping their pupils at school and asking their pupils if they eat well at school.” The school development plan is seeking to:

- Increase parent awareness about academic and social progress
- Develop new ways of quickly resolving personal crises
- Sharing OI materials with parents
- Reduced behaviour challenges and increased self-esteem
- Talent show in family teams (adults and children)

#### **4. Learning Materials**

- Home-school library project
- Using the 5C's from OI training in infant teaching (Confidence, Communication, Curiosity, Concentration and Co-operation) to create better psycho-social skills
- Training by OI on Early Childhood best practices
- Looking for improvements in literacy and numeracy

## Evidence of Development

Evidence included:

- Increasing numbers (109 to 120 within 2018) and 80% of fees paid.
- Improved discipline, orderliness, classroom cleanliness and pupil performance.
- Improved staff appraisal
- Photographs of the “magnificent” classrooms

**The following photographs show some Early Childhood teachers in Uganda being trained with their Proprietors/Headteachers**



A mentor explaining to the ECE Teachers how they can use empty bottles to make TLMs



Proprietors and ECE Teachers discussing the importance of circle time



A mentor Teacher's self-registration and emotional discovery area



Class room rules for Teacher Damalie and her kindergarten class





TLMs made by teachers of Golden Bell using local materials



Learning Centres



Teachers of ECE after the training



Children learning through play



Mentor teachers being trained



A mentor teacher for early childhood training Upper Primary colleagues on how children learn.



Teachers' creativity after training