



REB RWANDA BASIC
EDUCATION BOARD



UNIVERSITY of
RWANDA



Professional Learning Communities in supporting School Leaders in Rwanda

Building Resilience post COVID-19 lockdown

Presentation Overview:

- Professional Learning Communities (PLCs) overview and background
- Government strategy for school reopening in Rwanda
- Role of PLCs in support of school re-opening
- Role of PLCs in building school leadership resilience post covid-19 lockdown in Rwanda
- Experience sharing from School Leaders



- In Rwanda, VVOB supports capacity development of key education actors in the basic education system.
- Continuous professional development (CPD) of School Leaders and Teachers delivered in partnership with Rwanda Basic Education Board (REB) and University of Rwanda College of Education (UR-CE).
- Continuous professional development strengthens competences of Head Teachers, Deputy Head Teachers, School Based Mentors and School Subject Leaders to fulfil their roles.
- “Professional Learning Networks” created as an integral part of CPD to:
 - Support and deepen CPD in practice at school level
 - Advance the qualitative implementation of the Competence Based Curriculum (CBC)
 - Enhance teacher quality and ultimately improve the learning outcomes of all learners

Set up: Professional Learning Networks

REB distinguishes two professional networks:

Professional Learning communities (PLCs)

- 1 PLC per sector
- CPD support for School Leaders
- 4 annual PLC sessions

Members:
Head Teacher,
Deputy Head
Teacher

Initiated & led by Sector Education
Inspectors (SEIs)

Communities of Practices (CoPs)

- CPD teacher support
- School level
- School /subject/class needs
- 3 CoP sessions

Members:
Teachers
(New & Experienced)

Facilitated by School Based Mentors and
School Subject Leaders

Overview: PLC Annual cycle

- Identifying PLC priority
- Defining measures of success
- Developing situational analysis plan
- Brainstorming and selecting 2-3 strategies to try out
- Developing an implementation plan for each strategy to be tried out

1. Identification & Planning

2. Implementation follow up & re-planning

- Sharing experience about implementation of selected strategies
- Identifying challenges faced during try-out phase
- Sharing strategies to overcome challenges
- Agreeing on the best strategies to re-try out
- Developing an implementation plan for each strategy

4. Reflection & Dissemination

3. Review the implementation

- Conduct an auto evaluation
- Recording lessons learnt
- Recording best practices
- Developing a dissemination plan for the best strategies

- Identifying the best strategies re-tried out
- Sharing findings and experiences from the best strategy re-tried out
- Developing a final implementation plan for each strategy

November 2020:

- Government of Rwanda lifts the lockdown and announces school reopening.

Challenges:

- Adapt teaching and learning to accommodate all students to the same level of learning.
- High drop-out caused by a long lockdown.
- Build resilience to deal with COVID-19 effects

Solutions:

- Development of Education Sector School reopening plan.
- PLCs and VVOB school readiness to reopen.

- VVOB and PLCs collaborate in school reopening.
- Adapted from UNESCO toolkit: “**Supporting teachers in back-to-school efforts**” developed to support school leader preparedness.
- School Leaders switch to online PLCs meetings to:
 - Collaboratively share and discuss back to school strategies.
 - Ensure continuity of learning during and post COVID-19 lockdown.
 - Ensure education actors are prepared for challenges resulting from consequences of COVID-19.

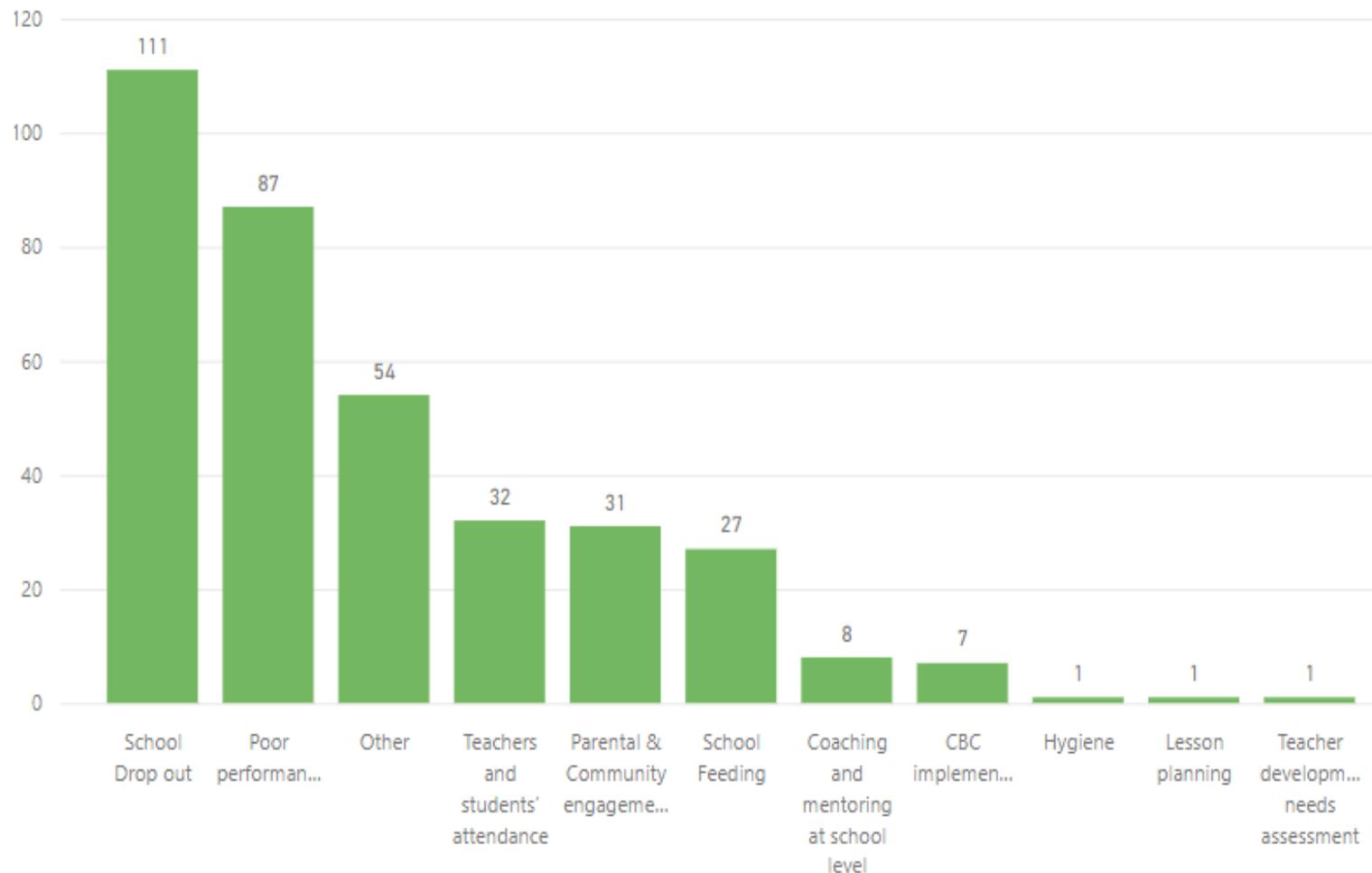


PLCs in support of school reopening

	Dimension to be addressed	Goal
SEIs coached to lead online PLCs	Teaching and Learning	Improved strategies to support teaching and learning
SEIs use of digital devices for online reporting	Safety and Healthy environment	Improved and sustained safe and health school environment
	Psychological and Socioemotional Well-Being	Developed response strategies to Psychological and Socioemotional Well-Being of students and teachers
	Social dialogue & communication for school re-opening	Developed and communicated a school improvement plan with clear goals
SEIs and PLC members receive internet bundles	Equity related challenges on accessibility and use of ICT devices	Report on such issues with Gender disaggregated data
	GBV, Teenage pregnancies, dropouts	M&E plan for effectiveness return to school effort and ongoing crisis response
	Monitoring and evaluation	

PLCs share post-COVID-19 lockdown challenges

Problems selected as priority during PLC meeting (number of sectors by priority)



- 336 out of 416 sectors nationwide attended the 1st 2021 PLC Session.
- 30% of sectors list drop out as a key challenge to solve during the 2021 PLC cycle.
- 23% of the selected challenges relate to the poor performance of learners as an effect of COVID-19 lockdown.
- 8% of priorities are absenteeism-related challenges.

Plans are developed to implement strategies selected to overcome identified challenges.

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*In my school I had 16 adolescent girls who **dropped out** because they were impregnated and some of them were married during COVID-19 lockdown. I was confused on what to do. Due to PLCs, I **learnt from my colleagues'** best strategies to use to bring them back. These **strategies** included home visit and counselling. 14 of them were back and 13 sat for national exam. I am very happy they were back.*

*Attending PLCs is an **opportunity of sharing experiences**, challenges and good practices with people that you share the same professional. From them **you learn more**, even from you they learn something. I learnt that working together is a strength. I learnt that unity is key.*

Aline Ihirwe, Head Teacher of GS Bisate, Kinigi Sector

Experience sharing from Head Teacher Aline Ihirwe:

Learning from one another is a strength.



“ We normally do community of practices which are related only to **solving teaching and learning problems**. I am happy that **my Head Teacher attends PLCs** and then organizes meetings with teachers to share with us what they discussed in PLCs because they discuss all other challenges that can have an impact on learning.

For instance, I was **facing a challenge** of adapting the learning of learners who were not performing well to those one who got a chance of learning during COVID-19. Our Head Teacher guided us. Using catch up and remedial program today I give special attention to learners who don't perform well so that they can be on the same level with others.

Nshimiyimana Clement, Teacher at GS Kampanga

Experience sharing/cascaded learning:

PLCs should always be beneficial to the whole school community





Thank you