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## RENFORCEMENT DE LA LECTURE INITIALE POUR TOUS (RELIT)

# Disrupting the Status Quo of Continuous Teacher Professional Development: Alternative Models for Improved Learning Outcomes

**RELIT: An alternative model of continuous teacher professional development for better learning outcomes in Senegal**

Ablaye Niang, Senior TPD Advisor & G2G Manager, RELIT



ASSOCIATES IN RESEARCH AND  
EDUCATION FOR DEVELOPMENT



**Save the Children.**

# Presentation Outline

1. Context and Background
2. Basic principles of Teacher Continuous Professional Development (TCPD)
3. Disrupting the status quo: Innovative forms of TCPD

# RELIT

## Strengthening initial reading for all



### National languages:

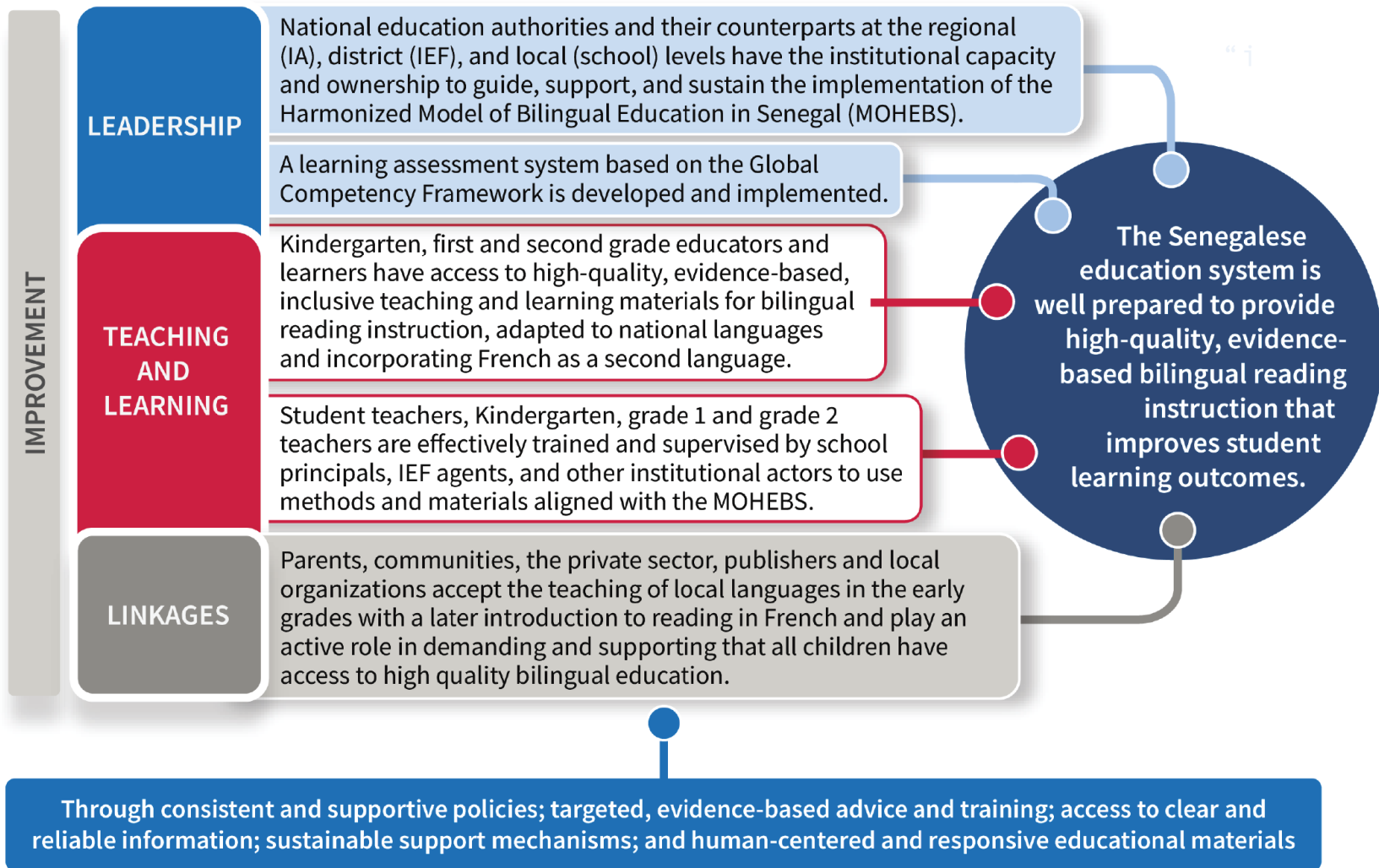
Sereer, Pulaar,  
Wolof, Mandinka,  
Soninké, Diola

French as a  
Second Language

Supports the Senegalese education system to improve the reading skills of Senegalese children in Upper KG, G1-2 through high-quality, evidence-based bilingual education

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- Duration: 5 years (2021-2026)
  - 9 Regions +Dakar
  - GOS-G2G
  - Implementing Partners: **RTI, ARED, Save the Children**

# RELIT: RESULT FRAMEWORK



## Background: Senegal Policy Environment

**International evidence:** improving learning outcomes on a large scale requires better teaching, which means improving teaching methods through initial training and ongoing, multi-faceted support for teachers. (Visible learning, 2017; Learning at scale, 2022 )

***Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence PAQUET/EF (2018-2030)*** : the Ministry's option to modernize the education sector by introducing bilingualism in schools

***Harmonized Model of Bilingual Education in Senegal (MOHEBS)*** for the development of quality bilingual education (national languages/French as a second language) through the improvement of the quality of teaching and learning

### Implementation Goal:

To develop a multi-modal teacher professional development system capable of preparing teachers to teach in a new large-scale bilingual education program

## Context: Learning at Scale Study

### SYSTEM SUPPORT



Program supports government officials and program staff in consistently monitoring teaching practice and implementation progress to reinforce system and program priorities.

Program works with subnational Ministry of Education staff to establish targeted instructional changes as clear priorities in the education system.

## RELIT: Teacher Continuous Professional Development System

Program enlists Ministry of Education counterparts in the delivery and management of inputs needed to effect classroom change.

Program maps out a clear transfer of responsibilities for key programmatic activities to education system actors.

### INSTRUCTIONAL SUPPORT



Coaches conduct frequent classroom observations and give regular feedback to teachers, using scaffolded and focused guidance from programs.

Instructional support actors (including head teachers, coaches, mentors, teacher meeting facilitators and trainers) develop and provide supports that build teachers' confidence and maximize their decision-making.

Ample student materials are provided alongside teacher instructional support.

### INSTRUCTIONAL PRACTICE



Most class time is devoted to the teaching of reading, particularly skills such as print concepts, letter knowledge, decoding, comprehension, and blending.

Activities are engaging and require the active participation of students, creating opportunities for teachers to monitor their learning and adjust their instruction accordingly.

Teacher-to-teacher support (through communities of practice, peer mentoring, teacher support meetings, etc.) is used as a method to help teachers solve instructional problems themselves.

Program is aligned with existing government education plans to improve uptake and avoid parallel efforts.

Program invests in building the capacity of Ministry of Education staff (particularly at the subnational level).

Structured teachers' guides are provided to increase teachers' ability to understand the specifics of the new program.

Ongoing teacher support is positive and collaborative.

Face-to-face training is used whenever possible.

Teacher training offers teachers substantial opportunities to practice newly learned skills.

Instruction shows students—systematically and explicitly—the relationship between letters and sounds.

Teachers make efficient use of instructional time for reading, with students engaging in accessible reading materials.

Direct instruction methods, including the gradual-release model ("I do, we do, you do"), are used to encourage student participation.

# Key Principles of RELIT's Teacher Continuous Professional Development

Developed by RELIT and MoE Joint Technical Working Groups (GTH) at the national and regional levels and under the leadership of the Division of Elementary Education and the Division of Training and Communication (DFC)

Aligned with international standards and evidence

Built on the training needs of teachers and education officers

Practical, pragmatic approach to training delivery

Multimodal, complementary, and integrated delivery of content

Uses reliable, high-performance, sustainable infrastructure

Rigorous, methodical monitoring of fidelity of implementation

# Modalities of RELIT's Teacher Continuous Professional Development

1

School cluster-based face-to-face basic training

2

Internal Community of Practice (CAPI) sessions, 6 times a year with a focus on reading and writing

3

External Communities of Practice (CAPE) sessions, 3 times a year with a focus on reading and writing.

4

Peer support and problem-solving via WhatsApp

5

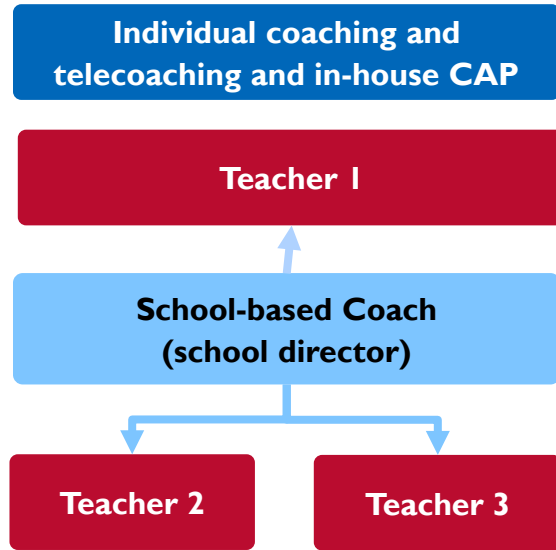
Coaching, tele-coaching, supervision and individual tele-supervision in classroom situations provided by school directors, MoE inspectors, and RELIT technical staff

6

An e-learning training and self-training platform with self-guided digital modules in language, pedagogy and related subjects



# Synopsis of the RELIT TCPD System

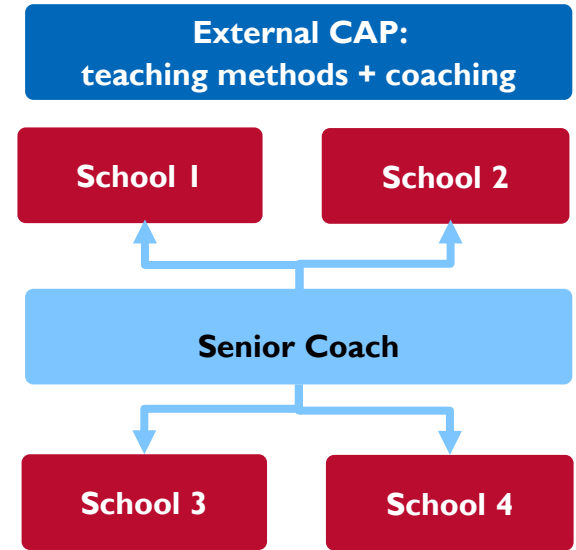


Inspectors and Director-as-Coach support teachers in early reading and writing skills.  
Frequency :

- At least once a month individually in a classroom situation
- 1 internal CAP per month within the teaching team.



School directors and teachers from the same IEF, district, CAPE are networked via instant messaging (WhatsApp) to discuss pedagogical issues specific to initial reading and writing.



Program principals and class teachers from several schools in the same educational zone take part in external CAP sessions devoted to initial reading and writing, and benefit from coaching and telecoaching by Directors and inspectors, including head coaches, district heads and telecoaches.

# I. School cluster-based face-to-face basic training

## Situation Before RELIT

Massive, lengthy training sessions at the start of the year

## Changes Introduced by RELIT

Face-to-face training based on clusters of schools located as close as possible to the teachers, with content focused primarily on the core competencies of bilingual teaching and learning delivered by Regional trainers



## 2. Internal Communities of Practice (CAPI)

### **Situation Before RELIT**

Within schools and classrooms, school principals and the most experienced teachers supervise and facilitate the teaching team through a CAPI; but a constant lack of regularity, structure, and relevant content negatively affects teachers' perception of the benefits and reduces attendance.

### **Changes Introduced by RELIT**

- Facilitated meetings based on predefined protocols
- Meeting topics aligned with the needs expressed by teachers and the requirements of the bilingual reform
- More attractive content
- Implementation monitoring creates a feedback







### 3. External Communities of Practice (CAPE)

#### Situation Before RELIT

Activities at district and school level lack regularity, structured and relevant content, negatively affecting teachers' perception of the benefits and reducing attendance.

#### Disrupting Elements Introduced by RELIT

- Enhanced CAPE functionality to promote peer teaching among teachers
- Simplified protocols and programming based on teachers' expressed needs
- Connecting teachers through technology (next slide)



## 4. .WhatsApp Networks

### Situation Before RELIT

- Personal social use
- All kinds of topics, many unrelated to teaching and learning

### Changes Introduced by RELIT

- WhatsApp networks used by teachers in the same school/area to exchange ideas and find solutions to pedagogical issues
- A privileged space for sharing best classroom practices



## 5. Coaching, tele-coaching

### Situation Before RELIT

- Single-mode device
- Difficulty achieving the required frequency of sessions and data feedback

### Disrupting Elements Introduced by RELIT

- Addition of a second modality: tele-coaching, leading to a bimodal model
- Streamlining of the coaching tool
- Systematization of targeted coaching
- Lightening the load on coaches (principals and inspectors)
- Better tools to facilitate and report on coaching and cluster-based CAPE sessions
- Monitoring and reporting on the coaching with the use of the program's fidelity of implementation data collection, analysis, and feedback mechanism

## 6. E-Learning

Integration of e-learning into distance learning courses for all actors in the education system

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Provision of a platform for teachers to consult, use and self-train using digital teaching resources

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Provision of technical assistance to the MoE through capacity-building for SIMEN (Online division of the MoE) staff

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Engage independent organizations to digitize key documents such as the Teacher's Guide

### Pre-service training

- Student inspectors (FASTEF)
- Student teachers (CRFPE)

### Inservice training

- In service Teachers
- School directors
- Members of the Regional Technical Teams (ETR)

# Thank You!

Ablaye NIANG | [aniang@rti.org](mailto:aniang@rti.org)

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