



In partnership with



LUIGI GIUSSANI FOUNDATION



Leaders in Teaching

National Bootcamp Institute - Secondary

Activity Recap



Background

The Leaders in Teaching Uganda Program is a five-year Mastercard Foundation initiative aimed at transforming secondary education in Uganda by improving the quality of teaching and learning.

Implemented under the strategic leadership and oversight of the Ministry of Education and Sports, the program is delivered through a consortium of ten partners comprising Luigi Giussani Foundation (LGF), UNICEF, British Council, VVOB – education for all, Edukans International, Brainwave Careers Uganda, STiR Education, Promoting Equality in African Schools (PEAS) Uganda, Teach For Uganda, and the Forum for Education NGOs in Uganda (FENU).

The program is anchored on the pillars of Teacher Recruitment, Teacher Training, School Leadership, and Teacher Motivation. Under the Motivate Pillar, STiR Education strengthens teacher motivation, peer learning, and continuous professional growth in secondary schools. The National Bootcamp was convened to align key stakeholders ahead of the Term 2 2026 Learning Improvement Cycle (LIC), centered on the theme of Growth Mindset.

Purpose

01

Explain the Motivate Pillar and its alignment with Uganda's national priorities for teacher motivation and professional growth.

02

Strengthen participant understanding and skills around M&E tools supporting LIC implementation.

03

Build shared understanding of the Term 2 2026 Learning Improvement Cycle (LIC), equipping facilitators to cascade Growth Mindset approaches through Regional and District Institutes nationwide.

Attendance

72

Stakeholders

46 male 26 female

The bootcamp brought together 72 stakeholders 46 Male and 26 Female, including MoES officials (Including; Commissioner Government Secondary Education, Director Basic and Secondary Education, Director Directorate of Education Standards), Directorate of Education Standards (DES) Inspectors, Association of Secondary School Headteachers of Uganda (ASSHU) leadership, UNISA and National Association of Municipal and District Education Officers (NAMUDEO) representatives, consortium partners (VVOB, Teach for Uganda, Luigi Giussani Foundation, WEKOnnect Group), Co-design team members, and regional trainers.



Key outcomes



MOTIVATE PILLAR UNDERSTOOD AND LINKED TO NATIONAL PRIORITIES

Participants developed a clear understanding of the Motivate Pillar and how it connects teacher motivation, peer learning, and professional identity to Uganda's National Teacher Policy and ESSP 2020/21–2024/25 commitments. The session established that motivated, professionally supported teachers are a measurable driver of learner outcomes grounding Leaders in Teaching in evidence, not aspiration.



GROWTH MINDSET LIC: NORMALISING MISTAKES IN THE CLASSROOM

Through interactive sessions and lesson-planning practice, participants explored why normalizing mistakes is foundational to learner confidence, resilience, and deeper learning. Facilitators practiced designing lessons that create psychologically safe environments where learners can try, reflect, and try again a critical shift for Uganda's secondary classrooms.



GROWTH MINDSET LIC: PRAISING EFFORT, NOT ABILITY

Participants explored the distinction between effort-focused and ability-focused praise, and its impact on learner persistence and self-belief. Facilitators practiced integrating timely, effort-specific feedback into lesson delivery building practical readiness to cascade this approach through district and school-level institutes.



SCHOOL LEADERS EQUIPPED TO MODEL GROWTH MINDSET CULTURES

A dedicated leadership session enabled headteachers and district leaders to connect Growth Mindset principles to their own practice. Leaders identified concrete actions to create psychologically safe, learning-oriented school and district cultures recognizing that sustainable improvement begins when leadership models the behaviors it asks of teachers..



STRENGTHENED M&E CAPACITY AND COMMITMENT TO INCLUSIVE IMPLEMENTATION

Participants strengthened their understanding of M&E tools supporting LIC implementation, reinforcing the importance of classroom observation documentation, teacher attendance records, and peer learning evidence. Stakeholders also reaffirmed collective commitment to ensure girls, learners with disabilities, and refugee learners are intentionally centered in all teaching and learning efforts.

Key Insights

- **Normalizing mistakes in classrooms builds the psychological safety that learners** especially those furthest behind need to take risks, persist, and develop deeper understanding.
- **Praising effort rather than ability is a high-leverage, low-cost pedagogical shift** that strengthens learner motivation, resilience, and long-term confidence in every secondary classroom.
- **School leaders must model Growth Mindset behaviors** before they can expect teachers to adopt them leadership culture is the precondition for classroom culture change.
- **Inclusive implementation must be deliberate** girls, learners with disabilities, and learners in refugee-hosting communities must be at the centre of design not considered after.
- **Strong M&E documentation**, classroom observations, peer learning records, teacher attendance is the backbone of credible, evidence-driven program improvement and accountability.
- **Safeguarding is a shared responsibility** across all stakeholders. Every training space, school visit, and classroom must be a safe environment for both learners and teachers.
- **Strengthening engagement with private secondary schools** is essential to ensuring that the Leaders in Teaching impact is broad, equitable, and system-wide.

The National Bootcamp gave teachers, school leaders, and education stakeholders an opportunity to explore what Growth Mindset looks like in practice and how it can shape teaching and learning.

When teachers have the support they need to keep learning and improving their practice, students benefit too. That's the change Leaders in Teaching is contributing to.

