

The Foundations of Tanzanian Teaching

Training for educators in core teaching competencies



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We help them fulfil their potential.

EENET is an information-sharing network that promotes and supports the inclusion of marginalised learners in education, primarily in resource-poor contexts.

Acknowledgements

Tanzanian version

These modules have been adapted from the international versions to make them more applicable to teachers in Tanzania. We would like to recognize the huge contribution of:

- The Save the Children Shinyanga team
- Teacher tutors from the Shinyanga Teachers College
- Shinyanga Municipal Education Officials Yesse Kanyuma and Nancy Ng'winula

This version has been reviewed and approved by the Tanzania Institute of Education (TIE).

International version

The Foundations of Teaching Training Pack was written for Save the Children by consultants from the Enabling Education Network (EENET): Karen Chesterton Khayat, Sandra Graham and Juliette Myers. Editorial input and project management support were provided by Ingrid Lewis. Alex Hauschild designed the materials.

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This resource is a product of both original material and outstanding content adapted from the other sources. Those sources can be found in Appendix 1.

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Introduction

About this training course

Poor quality teaching underpins the global crisis in child learning. Teachers in low-income and crisis-affected settings are often encouraged to improve the quality of their classroom instruction through training supplied by civil society organisations. This training too often leads to minimal change in classroom practice. This toolkit of foundational teaching competencies is designed for training facilitators of all types to help teachers develop the essential foundational and transferable skills which are often lacking.

The foundational skills explored here are important for all teachers. They were identified based on a robust review of the evidence. Training modules have been assigned to each foundational skill. Each module includes objectives, materials, key information to share, training activities, indicators of achievement, ideas for collaborative learning and self-study, ideas for coaching, and key points on gender and inclusion (particularly disability and linguistic diversity).

All modules are written in straightforward language. Any professional technical terminology is explained in Appendix 2.

All modules are designed to stand alone except for two topics which are covered by a pair of modules each: Manage your Class, and Ensure Your Learners are Protected. Where there are obvious links between modules these have been indicated.

Using this training

Most of the training sessions run for approximately 2 hours.

Although **energisers and icebreakers** have not been included in this pack, it is recommended that facilitators use these as and when needed.

Facilitators may also wish to **introduce the topic** of the module before beginning the training session. This could be done by:

- writing a sentence/question/quotation on the board;
- telling a story;
- sharing a personal experience;
- giving a quiz;
- asking all participants to write a sentence of their own experience of the topic;
- offering a visual cue (e.g. photo, cartoon);
- doing a game/icebreaker

It is also a good idea to use ‘**attention grabbers**’ during the sessions to tell trainees when it is time to break from group or pair work. Suggestions include:

- play a sound/song;
- hold up a visual cue (e.g. picture, wand);
- call out a phrase and the students respond;
- use a hand signal.

It is good practice for the facilitator to complete a **basic assessment at the end of each module**. This should involve a summary and overview of the key points covered to check understanding. A little extra time should be allocated for this.

The facilitator could use a quiz for assessing participants’ learning. This could use a mix questions: some questions that require straightforward answers that will be either right or wrong, as well as more reflective questions which have different possible answers. Quiz formats can include:

- traditional quiz with basic questions and answers, for individuals or teams to play. They can submit written answers to be marked;
- the first to shout or wave is given the opportunity to answer;
- game show format with participants matching question and answer cards;
- panels of contestants answering questions in front of an audience. The audience members hold up green cards to agree and red cards to disagree with their answers;
- make your own quiz, where participants formulate questions and challenge another team to answer.

Compliance with MEST’s INSET Teacher Training Framework

This course has been adapted for use in Save the Children’s *Kuwezesha Walimu* project. However, we hope that MEST will use it for any professional development courses where it is deemed valuable. In line with MEST’s 2017 INSET Teacher Training Framework, these modules include school-based INSET professional development. Each module includes suggestions that can be used in Communities of Learning (MEST 2017:3). They have been developed with support from MEOs.

The modules relate directly to those competencies that MEST has identified as important for Tanzania’s teachers. **Each module opens with Learning Objectives linked to the National Teacher Competency Framework**. The NTCF references are given after each Learning Objective, and are set out in more detail in Appendix 3.

Save the Children has developed a needs assessments to help individual teachers to identify their strengths and weaknesses. Each teacher on *Kuwezesha Walimu*

receives an individualised Teacher Competency Profile to help them track their professional development.

Each module includes post-training guidance for teachers themselves (self-directed and peer-to-peer) and for those who support teachers (instructional leader, coaches). Additional professional learning components connected with the course include:

- coaching from school leaders and TTC educators;
- teacher Communities of Learning in schools;
- peer-to-peer learning, including use of video observation;
- self-directed study;
- assessment of progress.

Effective learning will come about from a mix of trainer-led, self-directed and peer/expert- supported learning. Teachers will try out what they have learned and reflect afterwards with peers and experts. This course has been structured so its delivery will model good teaching practice to trainees.

Subject-specific training

This course concerns the foundations of teaching and is therefore not subject-specific. Teacher training courses which focus on specific subjects such as literacy, numeracy and science are expected to have greater impact when participating teachers have the necessary foundational teaching skills.



1. Prepare your classroom for learning

🕒 2 hours in total

Learning objectives

By the end of this session participants will:

- Be able to identify actions to prepare your classroom for all learners (NTCF 2.5)
- Understand the importance of preparing your classroom to welcome, value and respect all students (NTCF 2.5)

Materials needed

- Prepared flipcharts
- Pens

Information to share with participants during this session

When teachers teach, they are in an environment where many things are outside their control. The teacher may not be able to control class size, who the students are, the learning space available, or access to equipment and materials. However, the teacher's role is to take ownership of the classroom, organise it, use the resources that are available, and prepare to teach in a way that will give all children as many learning opportunities as possible.

Lessons are more effective and better managed if the teacher takes time to prepare themselves and the classroom for learning. The stage is set for learning by how teachers welcome children and encourage participation, and by the look and feel of the classroom environment. A well-prepared, well-organised and well-managed classroom helps the teacher to deliver the lesson content, and to achieve the lesson objectives, for all children in the class.

This module links to other modules: 'Manage your class' (parts 1 and 2), and 'Know and include all your learners'. This module provides teachers with relevant knowledge and skills on **preparedness for learning** as a foundation to delivering a good lesson. It is about the actions that teachers take and the skills that teachers use to establish a positive environment for learning.

Activities

1. Reflection 🕒 45 mins

The purpose of this activity is to build a picture of a classroom that is well-prepared for the learning of all children.

Think – Pair – Share

Divide participants into pairs.



“Tell each other about classrooms you attended when you were students and the teachers who taught you.

- Did your teacher help you to learn well? If so, what did the teacher do specifically that helped you to learn?
- Was the classroom environment supportive to your learning? If so, what helped? If not, what would have made it better?”

After some discussion time, ask participants:



“Identify from your discussions, what would best indicate a classroom that is **well prepared** for encouraging, supporting and improving ALL children's learning?”

Write the key indicators shared by participants onto a flipchart.

Divide participants into 3 groups (or more groups if there are many participants). Give each group a sheet of flipchart paper.



“Now we will sort our key indicators under specific headings. Group A should focus on the heading ‘Physical arrangement of the classroom’; Group B on ‘Classroom equipment and materials’; and Group C on ‘Teacher action to prepare students for learning’.”

Group A: Physical arrangement of the classroom	Group B: Classroom equipment, materials and resources	Group C: Teacher action to prepare students for learning

Ask each group to allocate indicators from the list to each heading. They can add more if necessary. After 5 minutes, ask each group to pass their flipchart to the next group, who will read and add anything they think is missing. After another 5 minutes, the groups should pass their flipcharts around again. By the end of the exercise, each group has reacted to each of the 3 headings.

Put all the flipcharts on the wall. In plenary, invite participants to identify any duplication, ask questions and finalise the ‘**classroom preparedness list**’.

Give **Handout 1** to participants and let them compare with their own flipcharts. Ask if they should add any indicators from Handout 1 to their list.

2. Preparing for active engagement 🕒 30 mins

The purpose of this activity is to understand why each indicator is important and how it impacts on student participation and learning.

Remain in the same groups.



“Read **Handout 1** again. Does it represent your own classroom and the actions you take to welcome and prepare your students? Are there any areas you could improve upon?”

Prepare a flipchart with the following headings and a list of indicators (see example in the table below). Ask the groups to think about WHY these indicators are important in classroom preparation.



“Look at the following and, with your group members, fill in the column on the right.”

Indicator	Why is this important in preparing your classroom for learning?
Teacher welcomes children to the classroom and helps them to settle at their workspace	Children feel welcome to the class. They feel valued. Children are more likely to participate, engage actively and learn. It builds confidence and self-esteem.
Teacher sets clear expectations	
Teacher knows student’s names and their background	
All children can see the blackboard	
Each child has or can easily see a text book	

When the groups are finished, give them out **Handout 2** and go through it in plenary.

3. Developing a checklist 🕒 30 mins

The purpose of this activity is to develop a checklist for classroom preparedness. A checklist is a tool to help teachers ensure they have prepared their classroom well. It can be used to assess their performance. Using the indicators will help teachers to get into a routine of good preparation and help them to consolidate these skills.

Work in the same groups.



“We have identified some ways classrooms can be prepared to support learning. We now understand the rationale for a range of actions. We will now use the tables to develop a final Classroom Preparedness Checklist. This will be something we would feel happy to be judged by, and could be shared and used in any classroom of any school.

Create a final checklist using the indicators you already developed. No more than 10 indicators are allowed in the final checklist. For example:

	Indicator	Yes	No
1	Students are placed where they can see the blackboard		
2	The classroom is clean and tidy		
3	Each student has or can easily see a textbook		
4	The teacher smiles and welcomes students to the class		
5	The teacher sets clear expectations		

Ask the participants if they could use this checklist as a guide to preparing their classroom for the learning of all students.

Ask how the checklist could be a useful tool for helping trainers or head teachers to provide feedback and further support. For example, this might be useful if one school has fewer classroom materials than others, so that the school can request extra help. Within a school, a checklist can help the head teacher encourage all teachers to adopt good behaviours when preparing the class.

Ask participants if they are happy with the two categories of YES (the indicator is being fulfilled) and NO (the indicator is not being fulfilled).

Or would they prefer 3 categories of achievement, for example:

Always	Sometimes	Never
Met	Partially Met	Not Met.

Decide, and then finalise their **Classroom Preparedness for Learning** checklist. (See **Handout 3** for a standard checklist).

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is able to describe a classroom that is well-prepared to support children's access, participation and learning.
- Teacher's classroom is as well organised and arranged for learning as the context allows.
- Through preparation, teacher is able to lay the foundations for a good, well-managed lesson.

Ideas for coaching

The head teacher could arrive at a class before the start of a lesson (before the students arrive). He/she could observe the teacher's preparations as well as the first 10 minutes of the lesson. The head teacher can provide helpful feedback to the teacher (where needed) based on the preparedness checklist.

Ideas for collaborative learning/self-study

- Teachers can prepare their lessons and their classrooms using the checklist they have developed. They can also prepare lessons together.

- Teachers can set up a peer support system, observing and providing feedback to each other based on the indicators.

Gender responsiveness and inclusion

During training and coaching, ask participants to consider how well the indicators support classroom arrangements, equipment, and teacher preparation, with regard to:

- ensuring girls and boys feel comfortable and take part actively;
- supporting children with specific learning needs (such as minority language speakers, or children who have enrolled several years late);
- supporting children with disabilities.

Through training and coaching, ask teachers and head teachers to review the following:

- Is the classroom physically accessible for all learners?
- Are teaching and learning aids available for children with special needs, for example children with a visual or hearing impairment?
- In your preparation, have you considered how your preparation impacts on girls, and on boys?
- Is the teacher creating an atmosphere which respects all children?
- Are any changes needed to the indicators?

References

The following sources were used in compiling this module:

- “Discover Best Practices for Preparing Your Classroom for the New School Year.” Available at: <http://rethinkrethink.com/blog/2016/08/31/back-to-school-classroom-preparation/>
- Dorrell, A. “Get Organized! Preparing Your Classroom for Learning”. Available at: www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=572

Handout 1

Physical arrangement of the classroom	Classroom equipment, materials and resources	Teacher action to prepare all students for learning
<ul style="list-style-type: none"> • All learners can see the blackboard • The desks and chairs are arranged so that group work is possible • There is a seating chart for all children • The classroom is accessible to all learners (if not 100% physically accessible, arrangements are in place to help learners get in, be comfortable, and get out whenever they want.) • Teacher is able to see all learners 	<ul style="list-style-type: none"> • There are enough textbooks for each student • There is chalk for writing on the blackboard • Each child has an exercise book and a pen or pencil • There are supportive learning aids for children who need them 	<ul style="list-style-type: none"> • Teacher is welcoming to all students • Teacher sets clear expectations for behaviour and learning • Teacher knows students' names • Teacher knows students' background (their family, the language they speak, their strengths and weaknesses) • Teacher creates a respectful atmosphere • Teacher motivates and engages students on the lesson content • Teacher sets the scene and introduces lesson content and objectives • Teacher establishes or refers to established routines • Teacher creates space for questions or feedback • Teacher engages with girls and boys equally

Handout 2

Indicator	Why is this important in preparing your classroom for learning?
Teacher is welcoming to all students	<ul style="list-style-type: none"> ✓ Encourages children to participate, engage actively and learn ✓ Builds confidence and self-esteem ✓ Develops sense of belonging in the school and the classroom.
Teacher knows students' names	<ul style="list-style-type: none"> ✓ Makes students feel valued and welcome ✓ Helps to establish a positive relationship between students and teachers ✓ Helps teacher to manage the classroom and manage behaviour better.
Teacher knows student's background (family, language, strengths and weaknesses)	<ul style="list-style-type: none"> ✓ Means the teacher can better teach each pupil within the class and stimulate active engagement based on the student's actual needs and characteristics ✓ Teacher can respond to a child if there is a background of trauma ✓ Teacher can respond to student's physical disabilities, specific learning needs, cultural and linguistic differences.
Teacher creates a respectful atmosphere	<ul style="list-style-type: none"> ✓ Students more likely to participate and engage in learning, and learn from one another.
Teacher sets clear expectations	<ul style="list-style-type: none"> ✓ When the teacher is clear about what is expected from students in terms of behaviour, work and effort, and clearly communicates this, it contributes to the creation of a positive learning environment.
Teacher establishes routines	<ul style="list-style-type: none"> ✓ Children thrive and are less likely to get distracted or misbehave in a structured and predictable learning environment. ✓ Examples of routines include starting class, ending class, tidying the class, grouping students, getting student's attention, implementing activity time.
Teacher uses positive methods of discipline	<ul style="list-style-type: none"> ✓ Avoids the use of corporal or humiliating punishment which does not help children's learning, and substitutes these with alternative methods.

Handout 3

Indicator	
1	Students are placed where they can see the blackboard
2	The classroom is clean and tidy
3	The classroom is accessible to all learners (all can enter and leave and sit comfortably in the classroom).
4	Each child has an exercise book and a pen/pencil
5	Each child can easily see a text book (one each or sharing)
6	The teacher knows each child by name
7	The teacher smiles and welcomes all students to the class
8	The teacher sets clear expectations for respectful and attentive behaviour in the classroom
9	The teacher moves around the classroom to settle students for the beginning of the lesson
10	The teacher attends to and engages boys and girls equally at the beginning of each lesson
11	The presence of appropriate teaching/learning aids
12	Variety of appropriate teaching techniques prepared
13	Preparation of teaching and learning activities
14	The appearance of the teacher to the students



2. Know and include all your learners

 2 hours in total

Learning objectives

By the end of this session participants will:

- Understand the importance of inclusion and know what it means to include all learners (NTCF 2.4)
- Describe barriers that excluded children face (NTCF 2.4)
- Develop skills which will help you minimise barriers to learning and create an inclusive classroom (NTCF 2.4)

Materials needed

- Prepared flipcharts
- Pens
- Ideal School Activity Cards (cut out from Handout 2)
- Checklist of student information
- Handouts
- Facilitators note

Information to share with participants during this session

Including all learners in education means that all learners are **present** in school and no-one is left out. It means that all children **participate** in the classroom and no-one is excluded. And it means that all children **achieve** in school to the best of their ability.

It is important to recognise and understand that children learn in different ways and at different pace. If teachers begin from this premise, much can be achieved. Evidence shows that efforts made to include everyone in learning has benefits for all.

Inclusive education recognises that all children can learn. Inclusive education recognises that schools, teachers and the school system must adapt and respond to the diversity of all children, rather than forcing children to adapt to a system which does not understand or address their needs.

Inclusive education:

- acknowledges and respects differences in children: age, gender, ethnicity, language, disability and health status (for example HIV), children's ability (gifted/talented, slow learners), socio-economic status, orphans, street children, bullying, distance (Home to School), etc
- enables education structures, systems and methodologies to meet the needs of all children;
- is a process that is not fixed, but constantly evolving;
- aims to create a more inclusive society.

Understanding that children learn and develop at different rates is key for teachers looking to include all learners. Teachers need skills to support this diversity. Skills mainly lie in clear and accessible teaching, but also in knowing learners so that you can respond to different needs, capacities and rates of development.

Negative attitudes can be the biggest barrier to including children. Teachers must be in a position to speak out and act against discrimination that may be the result of traditional social, cultural and religious beliefs. Discrimination may also arise from beliefs about what certain children can and cannot, or should and should not, do. Teachers also need basic knowledge and skills to respond to children's learning needs in the classroom which they can build on as they develop as teachers.

Including all learners means reducing all types of barriers to learning for all children

Activities

1. Reflection 🕒 30 mins

The purpose of this activity is to help us reflect on which children are often excluded from education in our context and the reasons for this.

Divide the participants into 4 groups.

Say “We are going to reflect on our own communities and schools. We will think about the children we know who are not in school, or are not attending regularly, or are dropping out early, or are not participating and learning well in school. **Brainstorm** in your groups on **who** these children are. Are they many – can you calculate a rough proportion of children out of school in your communities?”

Ask the groups how we might **identify** a child who is present in a classroom but not learning. How can we tell, as teachers?

Ask a representative of each group to share the group’s observations.

Say “Look at the children you have mentioned and discuss **what it is** that:
a) keeps them out of school;
b) stops them from learning when they are in school.
Write your answers on flipchart.”

Ask the groups to look at all of the answers. For each answer, highlight that the child is not the problem. Guide participants to appreciate the excluding factors.

Say “It is problems with education system, the school and the society, negative attitudes and behaviours which exclude children.”

Give some examples:

- A girl cannot attend when she is menstruating because there is no toilet. The **school environment** is the problem.
- A child speaks a different language to the teacher and cannot understand lessons. This is a problem of **teacher capacity** (the teacher has not been given the skills to communicate with the child).
- Parents feel they should keep children with disabilities at home. The **social and cultural norms** of the community/society are the problem.
- Children come late to school because they have to beg or sell items to get food for the day: **poverty** is the problem.

Provide **Handout 1** to participants and review it with them.

2. Build your school to include all learners 🕒 45 mins

The purpose of this activity is for participants to:

- think about an ideal school;
- practise deciding what conditions can be put in place to include all learners;
- understand how to make decisions on what to prioritise.

Divide participants into 4 groups. Give each group a set of card 'bricks' from **Handout 2**. Include some blank cards.



“These are **not** all the elements of a good school. There are some elements which people think make a good school, and some which people think do not make a good school.

Choose the bricks that will build your ideal school. Stick them onto the nearest wall to you. Think about **why** you are making these decisions.

If there are any important bricks (elements) missing, you can write on the blank cards and add those to your wall.

When you have finished, review your choices. Mark any bricks which represent things you think will be particularly difficult to achieve for the schools in your context. Explain why.”

Ask the groups to walk around the room for 5 minutes (a 'gallery walk'). They should look at each other's ideal schools. Ask them to check for similarities and differences with their own.

Ask ONE group to stand by their school and present the following:

- The key characteristics of their ideal school;
- Why they chose these characteristics;
- Which bricks were easy to include or leave out;
- Which were more difficult to include or to leave out;
- How did you decide which of these to keep and which to reject? What principles did you use to guide you?

Let other groups add ideas only if they have something very different to suggest.



Ideal schools never exist in reality.

- So why can it be helpful to think about an ideal school?
- What does it mean that different groups came up with different ideas?
- How do the things we have chosen support the inclusion of all children, in terms of presence, participation and achievement?

- Could any of the things we have chosen make it difficult for some children to take part and achieve in education?
- Why is it helpful to think about the principles on which difficult choices are being made?
- Which principles for making decisions around improving education are most helpful in trying to help a school become more inclusive?

Record this plenary discussion on a flipchart.

3. Solutions and strategies: Including all children in the classroom

 45 mins

The purpose of this activity is to develop a basic menu of practical strategies that teachers can use in their classroom to include all children in learning. We will base this on our discussions so far.



“It is the teacher’s job to know each learner as an individual, so that learners can be encouraged and supported in the right way. If we teach the same lesson to all, then some – perhaps many – children will be excluded from learning. Responding to each child’s needs can be challenging, particularly where class sizes are large. But that does not mean that teachers can do nothing at all”.

Give participants **Handout 3**. Explain that the table in the handout contains various characteristics that may affect a child’s ability to learn. Ask if they have experienced learners with any of these characteristics, and whether they wish to add any.

Provide some examples from the **Facilitator’s Note**.

Divide participants into 4 groups:

- Ask each group to pick 4 or more characteristics from the table. They should pick at least 3 that could cause challenges to learning and participation, and at least 1 that could enable learning.
- Discuss the impact of each characteristic on learning and participation (the impact can be positive or negative; or both).
- Identify how teachers can best support the learning and participation of a child with that characteristic. Emphasise that you want ideas for what can realistically be done in the places where teachers actually work, not recommendations for the ideal and perfectly-resourced teacher.

Ask the first group to present on 2 challenging characteristics and 1 enabling characteristic. Ask each subsequent group to present on additional characteristics which they discussed. Allow 5 minutes after each group presentation for any comments or questions.

Record each point on a flipchart. At the same time, check participants' assumptions. For example, if a child is very mentally capable, will they always learn well? Not if they are bored. How can that child's capability be used by the teacher to help others learn? Record these additional points.

Ask participants to copy from the flipchart, into their own notebooks, all the strategies which have been developed by the group. Ask each participant to choose one strategy which they will use in their teaching from now on. Encourage them to use as many as possible.

Give participants **Handout 4** for reference. It highlights the value and importance of using strategies in the classroom to include everyone.

Go through **Handout 5**. This highlights some background information that teachers can collect about their students to help them teach the students well.

This is the end of the session. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

By the end of this session participants will be able to:

- Identify which children are struggling to attend school and/or learn in the classroom.
- Explain the meaning, principles and importance of inclusive education.
- Employ strategies to support children with a range of characteristics and backgrounds in the classroom.

Ideas for coaching

Including all learners is a dynamic and evolving process. Head teachers or trainers can bring teachers together on a regular basis, to share their experiences, challenges and achievements of including everyone in learning. Agree a plan for this with head teachers or trainers. During these meetings, teachers should be encouraged to share how they have helped students with problems, and to suggest what they will do differently in future.

If teachers are experiencing challenges with a particular student or group of students, the head teacher or trainer can observe the class and provide feedback. Alternatively, they could step in as a co-teacher to experience the problem and help address it.

Head teachers could recommend for higher recognition those teachers who have made good efforts to include all children. They could be put forward for competitions, awards, letters of commendation, and so on.

Ideas for collaborative learning/self-study

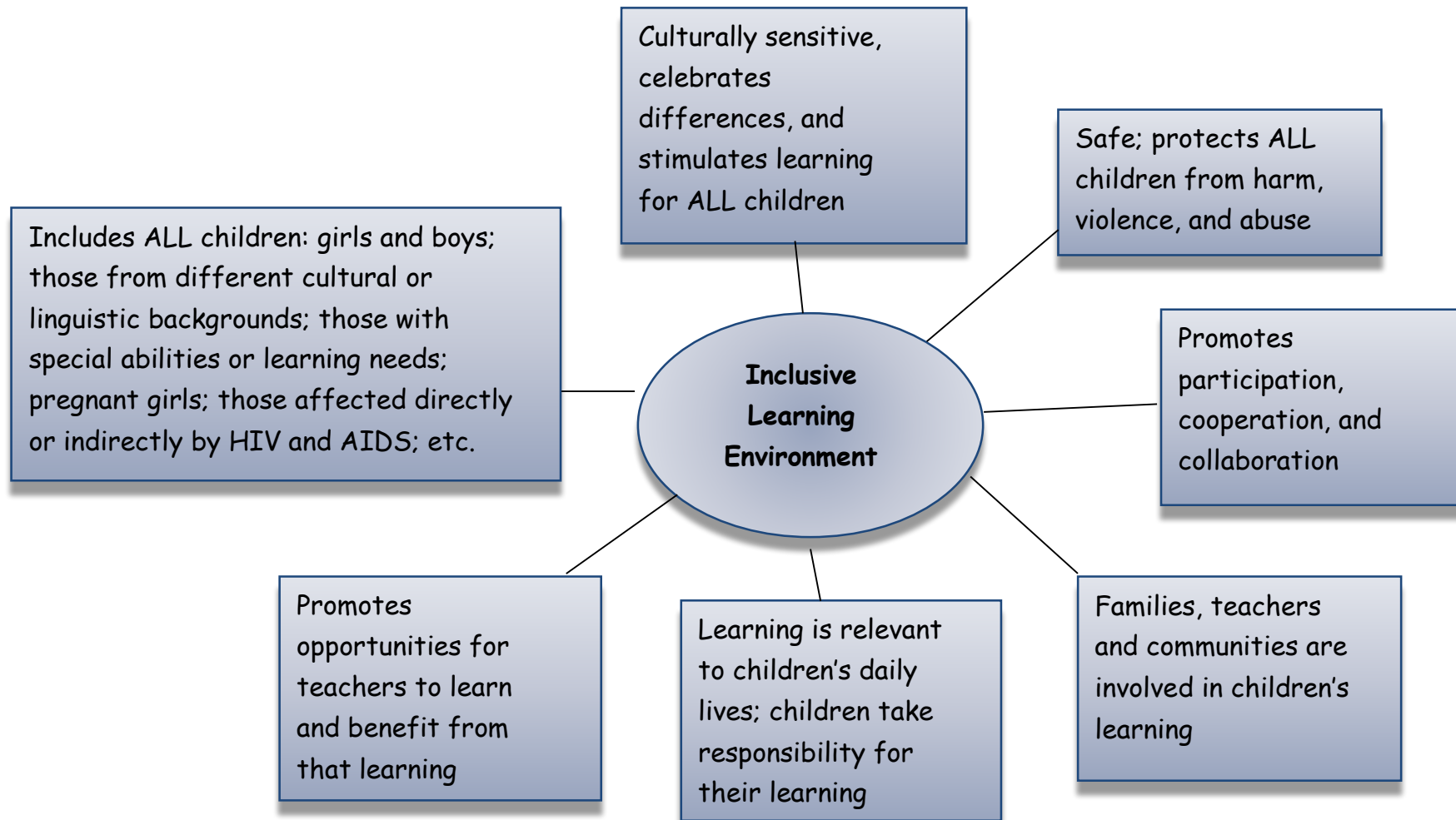
- Teachers should regularly meet together, or communicate through texts (sms) and phone calls, to discuss and share experiences, achievements and challenges. They can also learn about strategies that others have found successful.
- Teachers can observe each other's lessons, to better understand and resolve challenges.
- Teachers can meet with school management committees to ask the community to help with supporting the participation and learning of particular students who are having problems.
- Every two weeks, or every month, teachers can choose one strategy for helping children who are having problems learning and participating. They can keep a diary of how and when they used the strategy, how it went and how it could be improved. They could share their progress with their head teacher and/or other teachers.

References

The following sources were used in compiling this module:

- ESSPIN (2013) "Inclusive Education Approach Paper", Education Sector Support Programme in Nigeria. Available at: www.esspin.org
- TiCCWG (2016) "Training Pack for Primary School Teachers in Crisis Contexts" Module 2: Child Protection, Well Being and Inclusion. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts
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- Ministry of Education and Sports, Directorate of Education Standards, Uganda (2012) "Evaluating and Improving the Quality of Education", Section 3, How Can we Improve our Teaching? Available at: www.lcdinternational.org/improvement-guides

Handout 1: Inclusive learning environment



Handout 2: Build your inclusive school cards

harsh punishments	smiling teachers	steps to protect the classrooms from floods, insects, animals, mud
frightening teachers	no steps, so that everyone can move around the school easily	large open windows so that children with poor vision can see easily
seats for only half the school	small or shuttered windows to keep out heat, dust and rain	separate, safe toilets for girls and boys
comfortable seats for everyone to sit on	primary textbooks in all the languages that children speak as their first language	teachers who only use English so that children can get lots of exposure to it
teachers trained to use some sign language to communicate with deaf children	teachers who have been trained to control classes well without violence	classes of around 30-40 pupils
teachers who mostly read to the class from a book	teachers who do not discipline their classes	classes of up to 200 pupils
teachers who are comfortable using varied ways of interacting with children and introducing information	teachers who encourage children to help each other	teachers who are rewarded for the top scores achieved by students in their class
teachers who are only rewarded for the average scores achieved by the whole class, or top scores	a school and School Management Committee which tries to overcome the problems that children have with attending and participating in school	a school which tries to keep out children who are likely to have lower achievement and thus bring down average scores

Handout 3

Characteristics	
Cannot walk	Trouble hearing and/or speaking
Speaks a different language from teacher/school language	Boys
Ethnic minority	Children with excellent physical capabilities
From a poor family	Weak or sick
Very talented in one or more subject areas	Struggles with one or more subject areas
Healthy	Different religious affiliation to most children
Children with above normal mental capabilities	From a family with safe and regular income
Girls	Illiterate mother
Child with albinism	No adult caregiver
Cannot grasp pen	Trouble concentrating
Cannot see	Has suffered trauma

Characteristic	Impact on learning	Teacher response

Handout 4: Implementing strategies to include everyone

STRATEGIES FOR INCLUSIVE EDUCATION

1. Identify children with learning/special needs
2. Employ inclusive classroom activities
3. Understanding of the content
4. Relate what is being taught with the real environment

How does this help children to learn?

5. Demonstrates respect for all with the teacher as a role model.
6. Encourages positive and trusting relationships.
7. Promotes confidence and respect.
8. Enables active role in learning and participation: improving learning outcomes.
9. Brings sense of belonging and responsibility.
10. Assists with tracking progress of individuals' learning.
11. Teacher knows when to **push** and when to **encourage**.
12. Well-being status, child's needs are known and understood.
13. Prevents problems and behavioural issues.

Handout 5: Student profile

The teacher can ask questions and fill the form in, or he/she can ask students to fill it in themselves.

Child's Name:		Class:
Age:	Teacher:	
1	About my family Child lives with: <ul style="list-style-type: none"> • Parents • Extended family Siblings: Brothers, sisters (in or not in the school)	
2	My friends	
3	My interests and hobbies	
4	My school What I like about my school: What I dislike about my school:	
5	My skills and abilities in school Subjects I like/dislike What I am good at What I need help with	
6	My hopes and aspirations When I leave school I would like to:	
7	My achievements (sporting, learning, other)	

Facilitator's note

Examples

Characteristic	Impact on learning	Teacher response
An albino boy cannot see the blackboard well	He will not be able to follow instructions or content which is delivered through the blackboard. Likely to fall behind in learning and participation	Move him to the front of the class and check whether it helps or not. Look at the boy regularly to check facial expression, as this can indicate participation and learning. Speak with the boy's parents to understand more about his background, challenges and achievements.
Boy finds mathematics challenging	Learning and remembering new concepts takes time and repetition.	Provide extra support during mathematics lessons. Organise additional lessons to reiterate, recap and ensure understanding. Pair the boy with a child who is finding the content easier.
Girl is expected to do domestic work before and after school	She may be tired and find it hard to concentrate. She may be late to school and not do homework or submit sub-standard work.	Talk to PTA to note the issue with this girl. Discuss issue with parents; find mutually agreeable solution. Give time after school for homework club/recap sessions.



3. Know your learners' families and communities

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Explain the importance of shared partnership between parents, teachers, the school and the community for children's participation and learning (NTCF 3.4)
- Identify connections between schools, families and communities that already exist (NTCF 3.4)
- Use a variety of methods of engaging parents in children's learning and connecting school and community (NTCF 3.4)

Materials needed

- Flipcharts
- Pens
- Post-it notes
- Extra flipcharts and pens for participants
- Handouts

Information to share with participants during this session

When parents support their children's progress and learning at school it can have a positive impact on their education. Teachers' awareness and consideration of a student's background, abilities and other characteristics can also have a big impact. Behaviour, attendance and achievement can all improve as a result.

Successful parental involvement usually means they actively participate in their child's education. For example, parents can read with children at home, help with homework, attend parents' meetings, or volunteer at school. Parental and community involvement can also lead to greater accountability, with better teacher attendance, punctuality and performance in the classroom.

Despite positive evidence about parental involvement, teachers often feel they cannot engage with parents. Teachers may think that families do not want to be involved, or teachers may lack the confidence and skills to engage families. Families also may not know how to get involved and stay involved. Parents may feel they have no time, or that they are not welcome. Proper parent and teacher communication can help to improve students' performance.

Schools which promote parental involvement often support the view that the success of students is a shared interest of the school, teacher and family. Parents are seen as important partners in learning, and concrete actions are taken to support this. They identify concrete ways that partnership can be activated and sustained. Partnership requires work by both teachers, head teachers and parents. There may be challenges, but evidence shows that the rewards are too great to ignore.

1. Reflection 🕒 45 minutes

The purpose of this activity is to recognise how families and communities can have a positive impact on children's presence, participation and achievement in school.



"Think of a child in your classroom; preferably a child you have been teaching for some time. Is it a boy? Is it a girl? Say their name silently to yourself."

Read all 3 descriptions on Handout 1 in plenary. Do not take any answers from participants until all 3 have been read. Let participants **reflect** as you read.

Think-Pair-Share

Let participants work with a partner to discuss the following questions, then take 3-4 answers in plenary.

- Were there any questions where you felt you didn't know much? Which?

- What are the benefits to a teacher of knowing the child well?
- What are the benefits to a teacher of knowing and liaising with the child's family?
- What are the benefits of knowing and connecting with the child's community?

Share **Handout 2** with participants.

Ask: what does this highlight? For example, it highlights that a child does not exist in isolation but within rings of responsibility and protection.

2. Taking action to connect: teacher-parent, school-community

 45mins

The purpose of this activity is to help teachers develop and employ strategies to strengthen their connections with parents and the wider community.

Say "In the first activity, we reflected on how we are already connecting with our learners and how well we know them and their families and communities. We will now collect these strategies into one place and add any new ones we think may work".

Group work

Group participants into 4 or 5 small groups. Give each group 3 pieces of flipchart paper. They should do the following:

- On Flipchart 1 – list **strategies** they are *already using* to engage with parents and communities, e.g. through organising parents' meetings at school, writing to parents if concerned about a child.
- On Flipchart 2 – write **challenges** they have with each strategy, if any.
- On Flipchart 3 – write **solutions** to challenges (keeping children's learning at the centre).

Strategies	Challenges	Solutions
• • •	• • •	• • •

Say "When you have finished, leave your list on the desk and move to the next group's flipchart (group 1 moves to look at group 2 flipchart, group 2 to moves to group 3 flipchart, and so on).

Read what the other groups have written. If you can think of other solutions to challenges, add them using a different coloured pen."

Display all flipcharts on the wall and talk through the content in plenary.

Say "Are there any more strategies that you can think of that you would like to add"?

Let the groups discuss briefly and add any new ideas to their flipcharts. Provide time for comment and questions on new ideas in plenary.

3. A checklist for teachers: connecting with family and community

 30 minutes

The purpose of this activity is for the teachers to draw upon and use a checklist of strategies to engage parents and communities in children's progress and learning.

In their groups, give participants the checklist on **Handout 3**.



“There is a range of actions in the checklist that teachers can use to better connect to parents and communities. They do not have to employ all of them. This is a checklist from which teachers can draw when needed in their context”.

Ask participants to go through the checklist and compare with their own flipchart lists. If anything very important is missing, it can be added.

Ask the groups to highlight the strategies that they think would work best for them, for the children in their class, and in their context.

Finish by taking a few answers in plenary: which strategies do they feel would work best for them and why?



This links to the module ‘Know and include all your learners’.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- The teacher can articulate the importance of connecting with parents, families and communities to support children's progress and achievement in school.
- The teacher can identify the strengths and weaknesses of strategies already in use.
- The teacher can draw upon and use different strategies to connect families and communities to children's learning.

Ideas for coaching

Head teachers and trainers can help teachers adapt and adopt strategies in the checklist. If a teacher invites a parent to school to discuss a child's progress or behavioural issues, the head teacher or trainer can be present to provide support

and feedback on how the teacher handled the meeting. The head teacher can provide ongoing support to teachers' attempts to engage parents in learning.

Ideas for collaborative learning/self-study

- Teachers can review the checklist with other teachers in the school and plan how to adapt and use the strategies.
- Teachers can connect with the School Management Committee and PTA (if they exist) so as to understand their roles and responsibilities better. Ask them what more they can do that will have an impact on student achievement.

Gender responsiveness and inclusion

- When asking what participants know about families and communities, check if they know of any gender discrimination or bias based on culture or religion.
- When asking what participants know about families and communities, check if they know of any disability or ethnicity discrimination or bias based on culture or religion.
- When working on strategies to connect with parents and communities, ensure that there is a focus on reducing discrimination. Consider how parent-teacher-community partnerships can reduce discrimination that hinders children's access, participation and learning.

References

The following sources were used in compiling this module:

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- Goodall, J and Vorhaus, J (2011) "Review of Best Practice in Parental Engagement", Department for Education, UK. Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf
- Ministry of Education and Sports, Directorate of Education Standards, Uganda (2012) "Evaluating and Improving the Quality of Education", Section 3, How Can we Improve our Teaching? Available at: www.lcdinternational.org/improvement-guides
- Education World "Parent Involvement in Schools". Available at: www.educationworld.com/a_special/parent_involvement.shtm
- Save the Children and ESSPIN (2012) "Community Voice for Better Schools. School-based management committees improving schools in Nigeria. Summary of a qualitative research study". Available at: www.esspin.org

- TiCCWG (2016) “Training Pack for Primary School Teachers in Crisis Contexts” Module 2: Child Protection, Well Being and Inclusion. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts
- UNESCO (2006) “Embracing Diversity: Toolkit for creating inclusive learning-friendly environments”. Specialized Booklet 2: Practical tips for teaching large classes. Bangkok, Thailand. Available at: www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/

Handout 1: Reflection questions

1. Reflect on what you know about the child from what you see in school.

Ask:

- Does the child behave well in class?
- Does the child do well in his/her studies?
- Which studies are challenging for the child?
- Does the child participate well in activities?
- Does the child relate well to others in the class and to you as the teacher?
- Does the child come to school regularly?
- Is he/she punctual?
- Does the child have any specific difficulties with learning or with getting to and from school?

2. Reflect on what you know about the child's life beyond school

Ask:

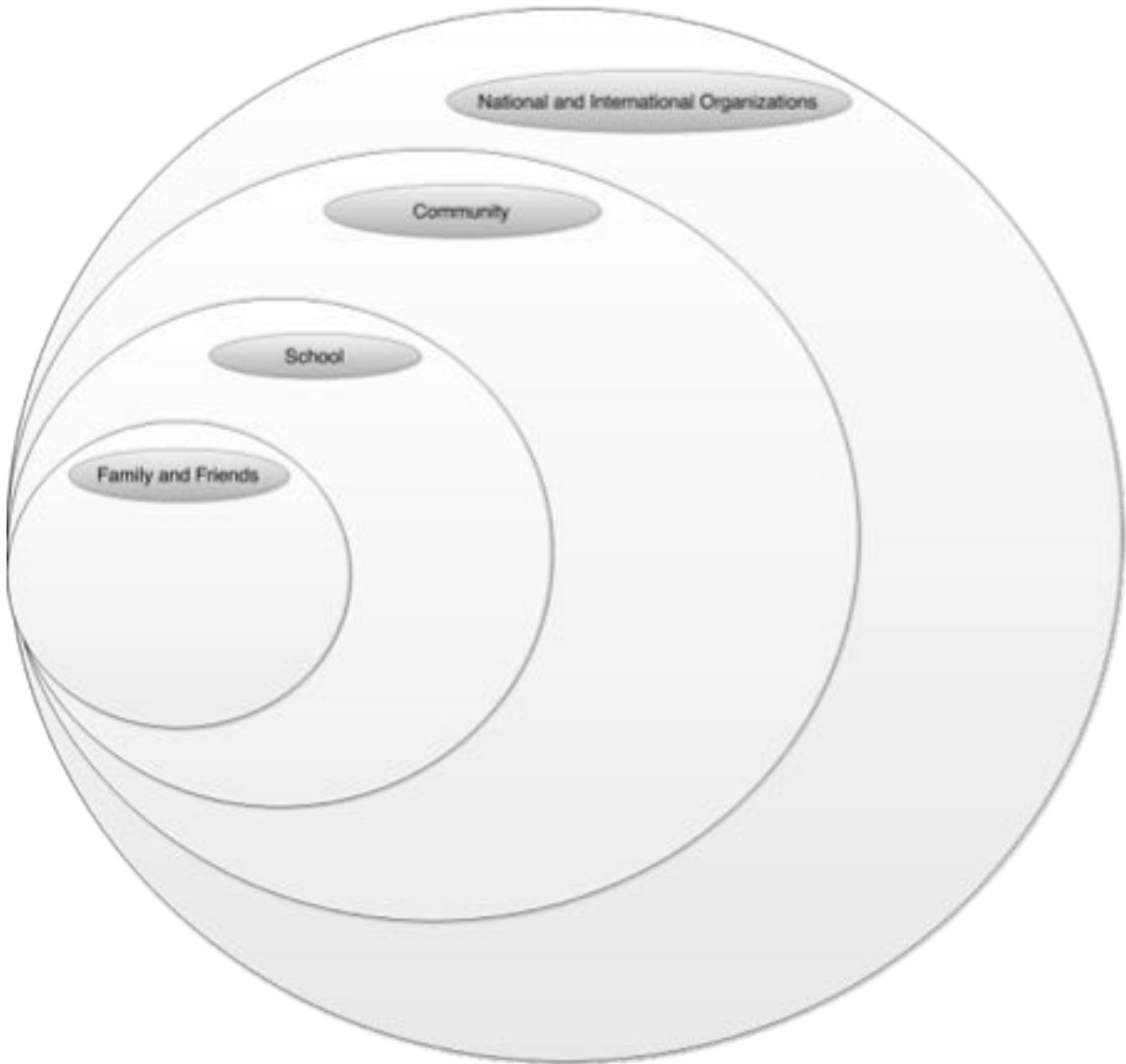
- Of the people or structures which surround the child who/which are the most immediate or the closest? (Parents/guardians, brothers, sisters, aunts/uncles, grandparents, cousins, friends)
- Do you know any of them?
- Do they support their child's education?
- Is their support the same for girls and boys?
- How do they support?
- Do they visit you to enquire on their child's progress?
- Do you liaise with them on the child's progress?
- Do they help the child with homework?
- Do they get involved in community efforts to improve the school?
- Would they take action if the child was having problems or misbehaving?

3. Reflect beyond the child and the family to the community in which the child lives

Ask:

- Are you familiar with that community?
- Do you know anything about the culture and traditions?
- Do you know the religious beliefs of people?
- Do you know if it is a poorer or more affluent community?
- Do you know if it is a peaceful community or if conflict within or between communities is an issue?
- Do you know the traditional/religious leaders?
- If they speak a different language to you, do you know someone who could translate when you meet them?
- Do they support the school and education for boys? And for girls?
- Is early marriage common?
- Do you/the school connect with the community to improve learning?
- Is there an active School Management Committee?

Handout 2



Handout 3: Checklist. Know your learners, parents and communities

Teachers can	
Teachers can connect with parents	Organise teacher-parent meetings at flexible times to help parents attend
	Sensitise parents on the key role they play in supporting learning achievement of boys and girls
	Create a welcoming, transparent relationship; promote parents as partners
	Invite parents to support lessons at the school
	Share homework schedules with parents and encourage them to help children
	Organise 'open days' where parents can visit the school and observe their children in class
	Use letters or telephone to connect to parents for information or if there are concerns
	Invite parents to school for a one-to-one progress meetings, or if there are any well-being protection concerns
	Share information and achievements on notice boards
	Where learning benchmarks are developed, inform parents so they assist in meeting these
	Organise 'award ceremonies' for children, with their parents
	Be available at the end of school days when parents pick children up from school
	Invite parents to help with after-school clubs, including sports clubs
	Connect with parents through the PTA or School Management Committee (SMC)
	Invite parents with specific expertise to lead lessons or talk at assembly
Be creative: organise a 'bring your parent to school day'	
Teachers can connect with communities	Attend PTA or SMC meetings – focus on children's learning
	Invite traditional and religious leaders and village heads to lessons /assemblies
	Provide information on student achievement to communities through SMCs or PTAs
	Provide information on challenges of student attendance, learning and needs through SMC/PTA
	Ensure SMCs and PTAs know, share and monitor learning benchmarks, if they exist
	Invite and liaise with community associations and organisations which might support children or the school, e.g. women's associations, ex-pupil networks
	Invite key community members to award ceremonies or school plays/performances
	Organise 'community-school days' and challenge communities to support school/learning



4. Proactive classroom management

🕒 1 hour 45 in total

Learning objectives

By the end of this session participants will be able to:

- Create a strong classroom community through effective classroom management strategies (NTCF 2.5)
- Use classroom organisation techniques and routines that promote student learning (NTCF 2.5)

Materials needed

- Flipchart paper
- Pens
- Prepared flipcharts
- Handouts

Information to share with participants during this session

Classroom management is not only about discipline. It refers to the variety of skills and techniques teachers use to create a positive environment for learning. This keeps students organised, attentive, on task (focusing on a learning activity) and productive. It includes everything that teachers do to support and improve students' learning.

There are two sides to classroom management:

- **proactive** classroom management strategies;
- **reactive** classroom management strategies.

In Module 5, we will focus on **proactive classroom management** and the importance of positive attitudes to teaching, setting expectations and establishing routines.

In Module 6 will look in more detail at more **reactive techniques**: using positive discipline, such as redirecting unwanted behaviour. These modules will build on knowledge and skills gained in other modules: 'Prepare your class for learning' and 'Know and including all your learners'.

Proactive classroom management

It is important to develop positive relationships and build a sense of community with/among the students in the class. Knowing the students' names, backgrounds and any learning barriers they may face helps (as discussed in Modules 1, 2 and 3).

Teachers need to find ways to motivate students, so that they feel keen to learn or do activities. Creating routines, so that students know what to expect and when, also helps the teacher manage the class. It is important to encourage and reinforce positive behaviour. There are different ways you can do this, such as using verbal praise, reward charts or weekly/monthly certificates for students which recognise good behaviour. Participants should try to think of ways to identify and reward good behaviour.

The 'Big 5' principles of classroom management are:

1. setting clear expectations of behaviour in the classroom;
2. establishing daily routines that promote learning. Routines provide structure to the day and a feeling of stability (e.g. starting/ending class, taking registers, using circle time, setting up pair/group work and feedback, passing out and turning in papers and materials);

3. engaging students by learning their names, making a curriculum relevant to their everyday lives, creating lesson plans that encourage working together, being aware of student's backgrounds;
4. recognising and praising good behaviour, encouraging students to build cooperative working relationships, displaying work in the classroom. This is called positive reinforcement;
5. using positive discipline by introducing and agreeing expectations, redirecting unwanted behaviour, treating students fairly.

These principles provide a strong foundation for classroom management, helping teachers to prevent misbehaviour and create a positive learning environment. See **Handouts 1 and 4** for more details and ideas.

Gender responsive classroom management

Always ensure girls and boys are given equal opportunities to participate in activities and routines. Try to avoid reinforcing gender stereotypes (e.g. girls cleaning up; boys doing heavy lifting). Think about what might prevent them participating equally and remove any obstacles. An 'obstacle' might be a social attitude that prevents boys and girls working together. Try to create an environment where teamwork between boys and girls (or children from different backgrounds) is actively encouraged.

Activities

1. My favourite teacher 🕒 30 mins

The purpose of this activity is to think about teachers who have had a positive impact on your own schooling. It will also help you think about the kind of teacher you want to be. Positive teachers often manage their classes well.

Give out **Handout 2**.



"I want you to think about your teachers from the past. The chart on **Handout 2** has 4 columns: teacher actions, student actions, classroom environment and feeling.

Classroom environment is the physical structure and layout of the classroom and use of visual aids. Feeling refers to how you might feel in that kind of environment. I'm going to ask you some questions now, and afterwards we will discuss our answers as a group. Firstly, I want you to think about your favourite teacher. What was it like to be in their class? Fill in the chart – under teacher actions you might write about things the teacher did that you liked or that made the classes good. Make a note of the kind of feeling your favourite teacher created in the classroom."

After 5 minutes, discuss the answers in plenary. Invite one of the participants to write the answers on a flipchart.



“Now I want you to think about your *least* favourite teachers. How did they act? How did they get you to learn? What was the environment of their classroom like and how did that make you feel? Fill out the next line of the chart on the handout and we will discuss again as a group.”

After 5 minutes, discuss the answers in plenary. Invite another participant to write these up on a flipchart (ensure a gender balance here). Reflect on the differences between the answers. Ask what participants would want to change?



“Finally I want you to think about an ideal classroom with yourself as the teacher. What would that classroom be like? What words would you use to describe it?”

Ask participants to complete the third row on the **Handout 2** chart.

After 5 minutes discuss the answers in plenary.

Ask:

- What does this tell us about good teachers and their attitude?
- How does that relate to classroom management? In what ways?

Answers might refer to: how activities and approaches can motivate students to learn and keep them engaged in class; and how the ways teachers act can create positive attitudes.

Note: If respect comes up as an issue, discuss what that means. Flag the importance of child protection and creating a safe school environment. Say that we will be looking at this in more detail in the modules called ‘Ensure your learners are protected’, parts 1 and 2.



Go to ‘Ensure your learners are protected’ modules for more information.



“In this session we are going to learn strategies to help us become the teachers we want to be.”

2. Setting clear expectations and rules 🕒 20 minutes

The purpose of this activity is to understand how clear expectations and class rules are a key part of classroom management.

Expectations

Say “As we saw in our last activity we often have expectations of ‘good’ teachers. It is also important that we have expectations of students and that we make these clear. This is a key principle of good classroom management. It helps to create a positive learning environment.”

Refer to **Handout 1**, ‘Big five principles of classroom management’. Let us consider what those expectations might be.

Think-Pair-Share

Ask participants to think about (for 30 seconds):

1. What do students expect of you?
2. What do you expect of your students?

Ask participants to discuss their ideas with a partner (for 1 minute). Then ask several participants to feedback their ideas to the whole group (a few minutes). Write the expectations we have of students onto a flipchart.

Sample answers might include: teacher sets fun activities, teacher checks understanding, teacher gives clear instructions, teacher puts students into groups and pairs, students stay focused on task, students put up hands to speak, students treat their environment with respect, students participate actively, students follow instructions.

Ask: How do such clear expectations help to establish a positive learning environment? Reinforce the idea that establishing expectations is key to good classroom management.

Say “We just used the Think-Pair-Share technique – this is where the teacher gives the student time to think alone, then asks them to pair up with a partner to discuss, and then to share with a group. This is a useful technique for your classrooms. It makes sure that all students are engaged, as well as giving them time to think about answers and process ideas.”

Rules

Say “Being clear about the kind of behaviour we want in our classrooms is about creating a cooperative environment where teachers and students know and understand what is expected of one another. **A key part of positive discipline is to involve students in classroom management.** One way of doing this is creating shared ground rules for learning with our students.

Rules help children better understand consequences and make disciplinary action less likely. Write up your rules in child-friendly language and display them on your classroom wall. You may want to have 10-15 rules in your classroom, but we will focus here on creating 3 to save time.”

Ask participants to look at the flipchart where they wrote down their expectations of students. Ask all participants to come to the flipchart and tick the 3 expectations that are most important to them. Pick the 3 with the most ticks – these are the top 3 rules.

Ask: Why are these rules important? Why do we follow rules?

Note that you may get repetition from the last segment, so keep this discussion brief. Write participants’ ideas on a flipchart.



“This is a good exercise to do with your own students. It is very important for students to understand the reasons why they follow the rules. It’s important for students to know that the rules are there for their benefit, not just for the teachers. So, when you work with your students on class rules, make sure everyone understands this.”

3. Routines 🕒 30 minutes

The purpose of this activity is to understand how routines are used as a classroom management technique.

Split the group into two equal halves and give them **Handout 3**. Assign each group a scenario. After a few minutes, ask groups to nominate a participant to feedback their answers and discuss. (Note: answers to Scenario 1 could be all except A (avoid group work), answers to Scenario 2 could be all answers except A).



“Classroom routines are things that are repeated often. They are part of the working day in schools and help things to run smoothly. Routines help to create a classroom community and can provide a sense of structure, belonging and stability for students.”

Ask participants what kinds of routines they have in their own classroom? Answers might include: putting your hand up when you want to speak; doing tidy-up time using a song; passing out and returning papers and materials using nominated students; getting students’ attention using non-verbal gestures or signals; grouping students by counting off or using colours/shapes for groups; giving students jobs in the classroom to create a sense of ownership (such as homework or register collector); circle time sitting together; listening and taking turns to speak. Note that once routines are established, it is important to be consistent and predictable.

Give out **Handout 4**. Ask participants to work on their own and look at the 'Routines' section of the table. They need to tick the columns to show what they already do, what they would like to do, and what they would not like to do.

4. My strengths and challenges 🕒 25 mins

The purpose of this activity is to identify your strengths and weaknesses in classroom management.

Say “We have already seen how classroom management is not just about discipline. It refers to a variety of skills and competencies (actions, attitudes, knowledge) that teachers use to support and improve student learning.”

Ask participants to think about their own teaching experience – what are your strengths in managing your classroom? What do you find challenging and why? Ask participants to write these into a chart in their notebook. After 10 minutes, ask each participant to share one of their strengths. Then ask for each participant to identify 3 challenges.

Say “We will return to these challenges and develop strategies to overcome these in the next session, 'Manage your class, part 2'.”

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can summarise and explain classroom management techniques to create a positive learning environment.
- Teacher can clearly express the behavioural expectations they have of their students.
- Teacher has established regular classroom routines that promote positive learning and behaviour.

Ideas for coaching

The trainer or head teacher can:

- follow up with the teacher in the classroom to identify the expectations and rules that they have established
- find out what is working well and what is working less well
- observe the use of established routines in the classroom
- offer feedback on how these can be adjusted and improved.

Ideas for collaborative learning/self-study

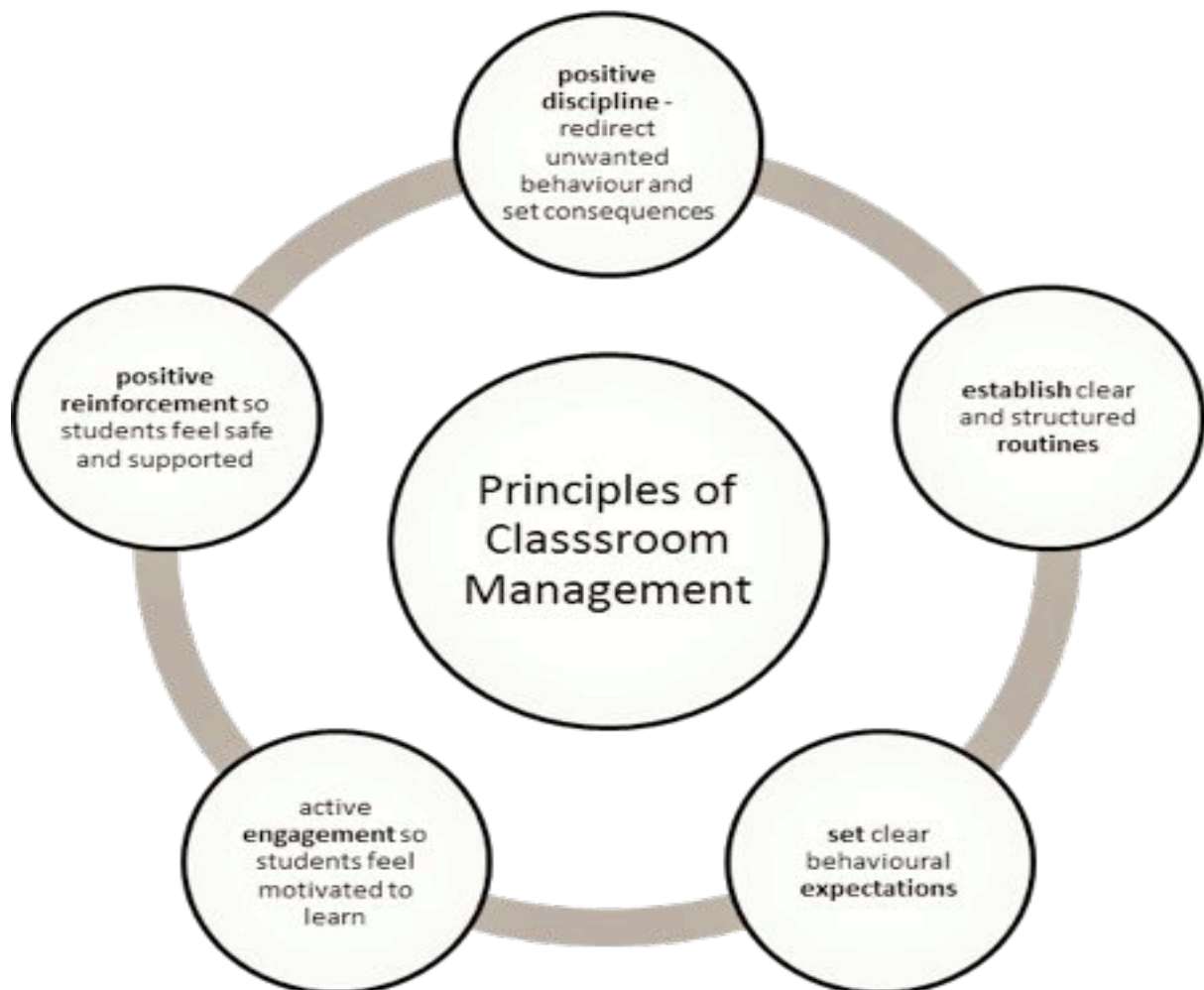
- Teachers can re-read the 'Big five principles for classroom management' (**Handout 1**).
- They can keep a record of the classroom rules and routines they have tried. What worked well or less well and why? They can use **Handout 4** for ideas to get started.
- Teachers can be encouraged to keep checking their notes in **Handout 2**: is there anything they can do to develop their practice towards the 'ideal' teacher/classroom that they identified?
- **Handout 4** shows several methods to achieve the Big 5. Teachers can remind themselves of these regularly.
- Set goals: Teachers can choose one strategy every 2 weeks or every month that they would like to improve. They can keep a diary of how and when they used the strategy, how it went and how they could improve it.

References

The following sources were used in compiling this module:

- TiCCWG (2016) "Training Pack for Primary School Teachers in Crisis Contexts" Module 3 - Pedagogy. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts

Handout 1: The big five principles for classroom management



Handout 2: Attitudes to teaching

Question	Teacher actions	Student actions	Classroom environment	Feeling
1.				
2.				
3.				

Handout 3: Routines

Scenario 1: You have just released students to complete some group work. Students take a long time to get into groups because they are talking. Some students do not know what to do and look confused.

What could the teacher have done to prevent the misbehaviour?

- A. Avoid group work
- B. Set clear expectations about positive behaviour for group work
- C. Establish classroom routines for group working
- D. Redirect misbehaving students back to group work and monitor.

Give your reasons for the answers selected.

Scenario 2: You have given a student at the front of the class some handouts to take and pass on to the next table. The students are talking among themselves and starting to get restless. You realise the handouts have gone no further than the first two tables.

What could the teacher have done to prevent this?

- A. Avoid giving handouts.
- B. Establish classroom routines for distributing handouts in an orderly way.
- C. Prompt students who have failed to pass the handouts on to continue passing them on.
- D. Set clear expectations about students cooperating when given handouts.

Give your reasons for the answers selected.

Handout 4: Routines for achieving the ‘big 5’ classroom management principles

Big 5 Principles	Methods to encourage positive behaviour	Already do	Would like to do	Would not like to do
Clear expectations	<ul style="list-style-type: none"> • Make a list of class rules with your students • Give clear instructions before each activity that includes a simple explanation of the activity, its purpose, timing, and materials needed • Explain purpose behind expectations • Check for student understanding of instructions before starting activity 			
Routines	<p>Establish routines to help students experience a structured and predictable environment. Be consistent about them and make them predictable.</p> <p>Examples of routines and procedures:</p> <ul style="list-style-type: none"> • Clean up • Parading • Starting class • Break time • Resume classes • Short break • Resume classes • Sports and games • Evening assembly • Ending class 			
Engagement	<ul style="list-style-type: none"> • Use your students’ names when talking with them • Create lesson plans that link the curriculum to students’ abilities and interests. • Be aware of: 			

	<ul style="list-style-type: none"> – Students’ backgrounds (particularly if they have experienced trauma) and how this may influence how they act in the classroom. – Students’ physical disabilities and special learning needs. – Understand students’ cultural and linguistic differences. • Create lesson plans that allow students opportunities to work with each other and practice. • Aim to use fun, active learning tasks and activities 			
<p>Positive reinforcement</p>	<ul style="list-style-type: none"> • Create a space where students feel safe to share their thoughts and ideas. • Help students to build positive relationships with each other. • Give students consistent and positive feedback on their work and participation in class. • Have a seating chart. • Make sure that students are comfortable and work well with the students they are sitting next to. • Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson. 			
<p>Positive discipline</p>	<ul style="list-style-type: none"> • Be consistent in enforcing your expectations: acknowledge positive behaviour, redirect unwanted behaviour, and treat students equally. • Constantly move around the classroom during instruction to monitor student behaviour. 			
<p>What else would you like to do?</p>				



5. Reactive classroom management

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

1. Create a strong classroom community through effective classroom management strategies (NTCF 3.5)
2. Use positive discipline to address unwanted behaviour (NTCF 3.5)

Materials needed

- Flipchart paper
- Pens
- Prepared flipcharts
- Handouts

Information to share with participants during this session

In this module, we will continue to focus on proactive classroom management and look at reactive classroom management. This will build on knowledge and skills gained in the previous module 'Manage your class' part 1. Please note that 'Manage your class' parts 1 and 2 are designed to work together.

See 'Information to share with participants in this session' from 'Manage your class' part 1 and refer to Handouts 1 and 4 from that module on the 'Big 5' principles of classroom management. These principles provide a strong foundation for classroom management, helping teachers to prevent misbehaviour and create a positive learning environment.

Reactive classroom management

Reactive classroom management is how you respond to unwanted student behaviour. It is often referred to as *discipline*. When misbehaviour occurs, it is important to think carefully about how to react. Firstly, stop and think about what the student is doing. Why do you think this might be happening?

Redirecting behaviour helps to address challenging behaviour before it escalates. It allows the teacher to guide students to behave better. This can be done using several techniques, including: making clear statements on the behaviour that is expected (e.g. you can ask to speak by raising your hand/asking nicely); using sudden silence to get students' attention and quieten noise; using 'positive narration' that praises focused students and acknowledges when students have changed their behaviour to be more cooperative.

If the student continues to misbehave, you will need to issue a consequence. If possible, this should happen in private and one-on-one, rather than in front of the whole class (for example, in the walkway outside the classroom). It is important to give the student a chance to reflect and explain why their behaviour was unacceptable. This helps them understand why they are getting a consequence. The consequence needs to be appropriate for the misbehaviour. It must not be violent and must not humiliate. If a student cannot explain why their behaviour was unacceptable, then the teacher should make this clear in a calm, firm manner.

Gender responsive, inclusive classroom management

Positively encourage and reinforce cooperation among all students, but make sure that any consequences for unwanted behaviour do not break social or cultural rules. Do not punish one gender more than another.

Activities

1. Proactive classroom management 🕒 45 mins

The purpose of this activity is to identify all five principles of good classroom management and how these can be used in practice.



“Proactive classroom management uses many important practices to create an effective learning environment. We covered some of these in Module 5. Can you recall some key ideas we have covered?”

Refer to the Big 5 principles on a flipchart and talk these through. Briefly summarise those you have already discussed (expectations, routines).

Count off participants into groups.

Ask them to consider the first scenario in **Handout 1** and come up with ways to deal with this. Remind them of the Big 5 if necessary. After 10 minutes, ask each group to feed back. Mention any strategies that they have not suggested, such as giving positive attention to those who are behaving well, using sudden silence in the lesson to gain attention. (**Handout 2** has some suggestions on redirecting behaviour.) Then ask participants to work through the remaining scenarios. Allow 5 minutes for each scenario. In feedback, ensure that there is a gender balance across the volunteers who speak for the groups.

2. Reactive classroom management 🕒 45 mins

The purpose of this activity is to learn how to redirect unwanted behaviour in constructive, non-violent ways.



“While you can create a positive environment, children will not always behave the way you want them to. You need strategies in place to respond to negative behaviour in an appropriate way.”

Ask participants to brainstorm ways in which students ‘misbehave’ in their classes. Before splitting into groups, ask if participants can identify why this behaviour might be happening?

Think–Pair–Share

Ask participants to pair up and discuss their experiences. Together, they need to work through the decision tree in **Handout 2**, to help them decide how best to deal with this behaviour. Ask the pairs to read through the section on ‘redirecting unwanted behaviour’.



“We are going to think about **consequences** for persistent unwanted behaviour now.”

Ask participants to discuss for 2 minutes with their neighbour how teachers handled misbehaviour when they were at school. Did any teachers punish them violently or unfairly? How did it make them feel about school and about that teacher? Take a few points from the group.

If a participant says they were beaten at school and it was fine for them, then emphasise that violent or humiliating punishment may stop unwanted behaviour in the short term, but often has negative long-term consequences.

Ask the group for examples of these consequences. For example, the child may experience fear or anger, which may cause problems concentrating, or truancy.

Ask how to avoid humiliating or physically hurting children. Remind participants that taking the child outside the class and talking to them quietly but firmly, and imposing a consequence, will be less humiliating than disciplining them in front of the class.

Ask: What have we discussed today which are good alternatives to humiliating or corporal punishment?

Write participants' answers on a flipchart and ask for additional suggestions. Prompt them by asking how teachers could get head teachers to provide extra discipline (also non-violent/non-humiliating). Write these suggestions on the flipchart. Note also that we will be going into this issue in much more detail in 'Ensure your learners are protected' parts 1 and 2.

Ask the group for one or two suggestions on how to be a good model for other teachers in encouraging non-violent and non-humiliating discipline methods.



Go to: 'Ensure your learners are protected' parts 1 and 2 for more details and resources on child protection.

3. Redirecting behaviour and consequences 🕒 20 mins

The purpose of this activity is to practise redirecting unwanted behaviour and to better understand and overcome challenges.

Ask participants to work in groups of 5 to role play a scenario.

Ask 4 volunteers to misbehave. Volunteer 1 should role play talking to other students; 2. putting feet up on desk and looking out of the window; 3. playing with a toy or phone; 4. poking another student. Ask one more volunteer to play the role of the teacher. The teacher attempts to use reactive management techniques (use the examples in **Handout 2**).

Module 5

The role of the teacher will rotate among all remaining participants – each participant will get to play the teacher for 3 minutes each time. The trainer will need to time this and signal when the 3-minute period is up.

After a total of 15 minutes, elicit feedback.

Ask:

- What worked well?
- What could have been done differently?
- Are there any strategies you would like to try?
- What consequences would you suggest for this kind of misbehaviour?

Ensure comments are positive and constructive. Distribute **Handout 3**. Suggest this is used for self-study and/or working with peers to role play possible scenarios. This will help reinforce learning from this module.

4. Brainstorm solutions to challenges 🕒 10 mins

The purpose of this activity is to use your learning from this session to address challenges you identified at the end of 'Manage your class' part 1.

Refer to the challenges the teachers listed at the end of the last session in 'Manage your class' part 1.

Ask participants to think of skills and strategies for addressing these challenges. For example: redirecting unwanted behaviour, establishing classroom routines, creating rules together with students, using group and pair work. Address any outstanding issues and queries.

Lesson planning and classroom management

When planning lessons, make time for established routines. Ensure you use a blend of activities to keep learners on task and engaged.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can calmly manage learning activities.
- Teacher can keep students on task.
- Teacher can use a blend of proactive and reactive behavioural management techniques.
- Teacher makes use of positive narration to reinforce appropriate behaviour.
- Teacher addresses disruptive or inappropriate behaviour using redirection techniques.
- Teacher follows up with non-violent consequences, if necessary, for persistent unacceptable behaviour.

Ideas for coaching

The trainer or head teacher can follow up with the teacher on a wide range of classroom management techniques, including all those outlined in **'Manage your class' part 1 Handout 4**.

They can:

- observe the use of classroom management techniques
- encourage progressive development and use of new strategies over an agreed period of time
- offer regular feedback and suggestions for improvement
- pay particular attention to gender sensitivity and non-violent disciplinary procedures.

Ideas for collaborative learning/self-study

- Teachers can read the self-study **Handout 1** ('The big five principles for classroom management) from **'Manage your class' part 1. Handout 4** from the same module shows several methods to achieve the 'big 5'.
- Teachers can revisit the scenarios in **Handout 1** of this module. They can ask themselves: are there any scenarios you can add from your own experience? Is there anything you would have done differently?
- Teachers can revisit **Handout 2** on positive discipline.
- They can use **Handout 3** for self-study or collaborative learning with peers. They can role play the scenarios and discuss.
- Teachers can keep a record of the classroom management approaches they have tried. What worked well or less well and why? They can use **Handout 4 from 'Manage your class' part 1** and **Handout 2** from this module for ideas.

Module 5

- Set goals: Teachers can choose one strategy every 2 weeks or every month that they would like to improve. They can keep a diary of how and when they used the strategy, how it went and how they could improve it.

References

The following sources were used in compiling this module:

- TiCCWG (2016) “Training Pack for Primary School Teachers in Crisis Contexts” Module 3 - Pedagogy. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts

Handout 1: Preventing misbehaviour / redirecting behaviour

1. You just released students to work by themselves on an activity. A student in the back of the room is looking around and talking to other students. When you ask him what he is doing he does not know what to say.

- Think of why the student may be behaving in this way.
- What can the teacher do about it to prevent it getting worse?

2. Students have just arrived to start the day. They are excited and full of energy and they are all talking to each other. The volume in the classroom is increasing. You want to start the class and get students' attention.

- What can a teacher do to focus the students' attention and get ready to start the lesson?

3. You planned an activity, and you think it will work really well. You explain the activity, but as the activity starts you notice that it is not going the way you planned it. Students are not properly doing the work and not understanding the material.

- Think of why the students may be behaving in this way.
- What can the teacher do about it to prevent it getting worse?

4. You have been lecturing for the last 20 minutes. While you are writing on the board, students are whispering and throwing objects at each other.

- What can a teacher do to prevent this from happening?

Handout 2: Positive discipline

Stop and think

When a student's actions interrupt you, ask yourself the following questions before you take action:



Redirecting unwanted behaviour

- **Re-explain expectations.**
- **Positive narration:** The teacher calls out positive behaviour to remind all students what they should be doing.
- **Proximity:** The teacher should always be moving around the room while teaching. This limits unwanted behaviour. When a teacher moves closer to a student who is not on task, the student will usually stop the unwanted behaviour and pay attention again.
- **Sudden silence:** The teacher stops talking and waits for the unwanted behaviour to stop before continuing with the lesson.
- **Tone or volume of voice:** A teacher can change the tone or volume of their voice to regain the attention of the class. While the teacher's voice may very occasionally be loud, the teacher should never lose control. The teacher should never yell at students.
- **Physical cues:** The teacher can use various non-verbal cues to regain the students' attention (e.g. hand signals, finger snapping, and) Clapping, pointing finger, knocking, etc) . Teachers will need to establish these cues as part of their routines (see 'Manage your class' part 1).
- If the student continues to misbehave after you have attempted to re-direct the unwanted behaviour, move to the next step.

Issuing a consequence

- Do this in private when possible.
- Ask the student to reflect on why their behaviour is unacceptable.
- Issue a consequence. Make sure the consequence is appropriate for the misbehaviour. For example, students should only be sent to the head teacher for persistent and/or violent behaviour in class.
- If the student argues, listen to them respectfully and be open to the fact that you may have missed something in the classroom.

Handout 3: Role play and character cards. Redirecting behaviour and consequences

Alter the types of misbehaviour to reflect common issues in your context.

Role-play 1 – Characters

Teacher – Start teaching your students a normal lesson about any subject you choose. You may use a textbook as a prop to help you. The students will start to misbehave. Decide how to react and deal with their behaviour.

Student 1 – You are going to misbehave during the lesson. You will constantly talk to the person next to you.

Student 2 – You are going to misbehave during the lesson. You will not pay attention and you will play with your hair.

Student 3 – You are going to misbehave during the lesson. You refuse to work, even when the teacher asks you to. After a few minutes, you leave the room without permission in a very disruptive way.

Other students – You are going to be a well-behaved student. Follow the teacher's instructions and do your work.

Role-play 2 – Characters

Teacher – Your class is taking an exam. You set up the exam and then monitor the students as they work. The students will start to misbehave. Decide how to react and deal with their behaviour.

Student 1 – You are going to misbehave during the lesson. You will openly cheat from another student's work.

Student 2 – You are going to misbehave during the lesson. You will pass notes to students around you and giggle.

Other students – You are going to be a well-behaved student. Follow the teacher's instructions and do your work



6. Ensure your learners are protected: Part 1

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Explain the physical, cognitive, social and emotional needs of children (NTCF 5.4)
- Explain children's rights and how these are linked to needs (NTCF 5.3)
- Describe the roles and responsibilities of teachers in protecting the rights and well-being of children (NTCF 5.5)

- Begin to apply this knowledge in the classroom and around the school (NTCF 5)

Materials needed

- Flip-chart displaying child needs drawing
- Handouts

Information to share with participants during this session

It is important for teachers to understand children's needs and rights. Teachers should apply this understanding to the classroom so that they can improve the participation and learning of all children. Without basic principles in place – such as safety, respect, stability, acceptance, well-being, and a sense of belonging – children are unlikely to thrive. They may stop attending school, or if they remain in your class, they may not learn to the best of their ability.

As both an adult and a teacher, you are a 'duty bearer' for children's rights. This means you have responsibility towards children. It also means you have an important role to play, creating a safe, protective, non-violent and respectful environment. This helps children learn and develop. It means you must always act in the **best interests** of the children in your care.

Children have many needs, and these differ according to age or whether they are a girl or a boy. A child's well-being is based on meeting these needs. Because children are not able to meet all of their needs on their own, adults in the community and school are responsible for making sure the needs of children are met. This is particularly true when there is crisis (conflict or natural disaster). It is particularly important to know about and be able to act upon child protection in situations of crisis or emergency.

Children's rights

Child rights are about how we interact with and show respect to all children. Child rights are the things that are believed to be fair for every child in the world.

Rights apply to **all** children, regardless of their gender, ethnicity, ability or religion. This means that rights are universal. They are enshrined in international law within the **Convention on the Rights of the Child**. This defines a child as a person up to the age of 18 years. Governments which have signed this treaty are responsible for ensuring that all children are protected, regardless of background or status.

Teachers must act on their responsibility to protect children in their classroom and school, and also report concerns or cases of abuse or harm.

Activities

1. Children's needs and children's rights

The purpose of this activity is to improve teachers' knowledge and understanding of children's needs and rights, and to help them apply this in the classroom and around the school.

1a. Children's needs 🕒 30 minutes

Say "Children have different needs to adults. Meeting these needs contributes to the overall well-being of a child. Crisis makes it more difficult to ensure that children's needs are met. To start this session, we are going to reflect on the needs of children in our community."

Divide participants into groups of 4 or 5.

Say "Look at **Handout 1**. We are going to work in groups to brainstorm on the needs of children. Look at the drawing of the child. Discuss and write your answers to the following on a flipchart:

- Head: What does a child need mentally/cognitively?
- Heart: What does a child need emotionally?
- Hands: What does a child need physically?
- Feet: What does a child need socially?"

Example

Head: a child needs stimulation and opportunities to be creative.

Hands: a child needs food to be physically well.

Gender responsiveness

Ask groups to review their answers and add any needs that might be important depending on whether you are a **girl** or a **boy**.

- Do girls and boys have different needs?
- Why is it important for a teacher to consider this?
- What about a girl in the class with a disability?
- What about a boy in the class from a different language and ethnic background?

Ask if children are able to meet all of these needs on their own? Why/why not?

Ask a volunteer to write Group 1's answers onto the drawing on the flipchart. Add answers from other groups if they have something different to say. Use **Handout 2** to add any missing needs that are important for participants to know.

Ask how crisis/emergency can make it more difficult to ensure that children's needs are met. How can these challenges be addressed? For example, what can schools do beforehand to make sure children are better protected if a crisis happens?

1b. Children's rights 🕒 30 minutes

Say

“Human beings, regardless of age, where they live, their culture or social and economic status, have similar basic needs. These include food, health care, shelter, education, protection. Every person has the **right** to have these needs fulfilled. The 1989 international

UN Convention on the Rights of the Child (CRC) affirms these rights for children. The Convention has been ratified by all countries except Somalia and the US.”

“I am going to give each group some shield cards (**Handout 3**), with statements from the CRC. As a group, you should read the cards and **match the right** written on the shield card to one of the **needs** that you placed on the flipchart drawing of a child. For example, Article 31 of the CRC says that children have the **right to play**, and this protects the **need for physical activity**, so the card should be placed by the child's hand.”

When all the rights statements have been placed:

Say

“Rights are not intended to allow children to do whatever they want. Rights exist to meet the needs of all children and promote their protection and well-being.”

Ask if there are any questions on needs and rights.

Ask participants to give examples of how they might apply this knowledge in their classroom. Take 4-5 examples.

3. Teacher's roles and responsibilities as duty bearers

🕒 60 minutes

The purpose of this activity is for teachers to understand what it means to be a 'duty-bearer' and to be able to take appropriate action on child protection.

Review the examples given by participants at the end of Activity 1b on how teachers might begin to apply their knowledge of children's needs and rights. Highlight examples which show the responsibility of the teacher to take action to protect children's needs and rights. Highlight that **all adults** are duty bearers.

Ask if they agree with this statement: “As a teacher, I will respond in the best way possible to support the child's well-being and learning. As a teacher, I am accountable. If a child's rights are violated in my class or in the school, I have responsibility to take appropriate action.”

Explain that the key role of teachers is often to bring children's problems to other adults' attention. Therefore it is all right if the teacher cannot fix the problem on their own. Asking others for help is an important task in protecting children's rights.

Provide some examples, such as the following:

If a child comes to class hungry, his/her needs are not being met and it will be difficult for the child to concentrate and learn. A teacher can go to the head teacher or school management committee to ask the community to a) buy food for the child; b) persuade the child's parents to buy food.

If a girl is upset or absent, the teacher might ask her or her friends why. They find out that she is to be removed from school to be married early. The teacher can talk to the head teacher and school management committee to ask for their support in persuading parents to drop the marriage plans, and/or keep the girl in school.

Ask: "Are there children who are more vulnerable to abuse, bullying and neglect than others? If so, who are these children and what makes them more vulnerable?"

Say

"We are going to work in the same groups and each group will read a particular scenario (**Handout 4**) Everyone in your group should read the story and then together answer the following questions:

- What are the needs of the child in this story?
- What rights are being violated?
- What actions could be taken by the teachers in the school community to protect the child?"

Example answers

- Scenario 1: Teacher raises the issue with the head teacher and/or school management committee. Families are contacted to work out how girls can safely get to school, e.g. walk in groups.
- Scenario 2: Teacher can speak to the boy or call his parents to identify the problem. Once it is known what is troubling the boy, it can be addressed. Teacher does not use punishment.
- Scenario 3: Teacher can explain to the school management committee that the children know best what makes them feel safe or unsafe in and around the school, and that they therefore should be consulted.
- Scenario 4: Teacher can speak with the other school staff to highlight that the boy should be in school like all other children and ask them to change their minds.

Say

"As teachers, our role is to observe but also to **take action** to protect child rights and ensure child well-being. Does anyone have stories or examples from experience of addressing child protection issues in the classroom or around the school?"

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is observed creating a respectful, safe learning environment, evidenced by high levels of student participation in lessons.
- Teacher encourages positive relationships with and between students.
- Teacher is responsive to children's needs, behaviour and rights.
- Teacher reports child protection concerns if and when they arise.

Skills to take to your classroom

- You will listen to children and better understand the challenges they face.
- You will be able to recognize and respond better to children's needs in and around the school.
- You will be better able to protect children from any form of harm.
- You will talk with children when there are problems of behaviour or if children fight, instead of using punishment.
- You will take action to support and protect children based on better understanding of your roles and responsibilities as a teacher.

Inclusiveness

Crisis affects children differently. It is critical for teachers to consider the impact on boys, on girls, on children from minority backgrounds and on children with disability. This will help teachers support and protect all children better.

Ideas for collaborative learning/self-study

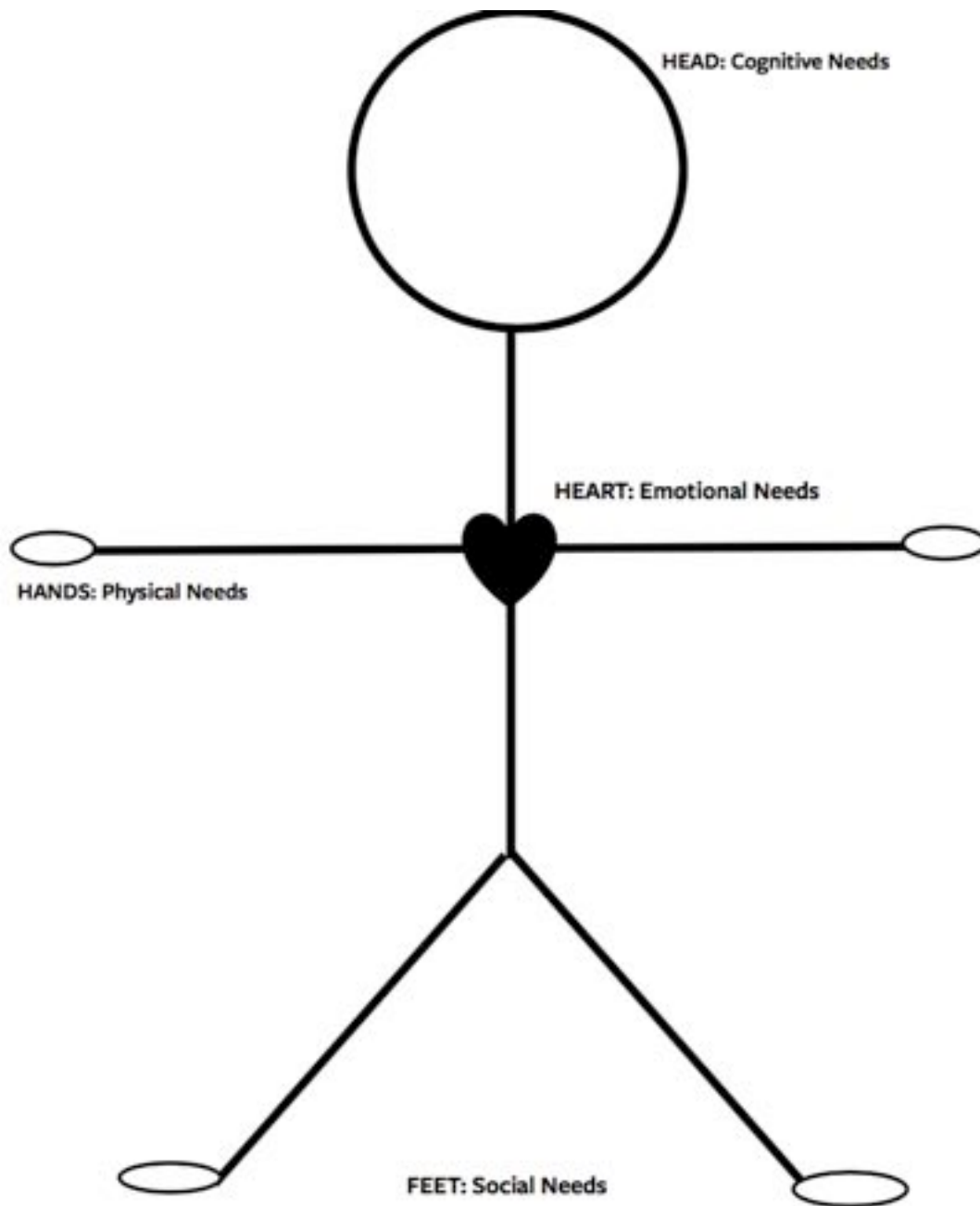
- Teachers can arrange to meet with other teachers, both male and female, to discuss and agree on making classrooms more protective and supportive of all children.
- They can consult with children on how the school could be more safe and protective. This can involve developing some simple, child-friendly classroom rules.
- Teachers can agree with the head teacher, the School Management Committee and other teachers what they can do to assist children to be better able to protect themselves in school, in the community and on the way to and from school.
- Teachers can find out more about the Convention on the Rights of the Child and how it is applied where they work.
- They can also find out more about the teacher's code of conduct in their school/country, if one exists.

References

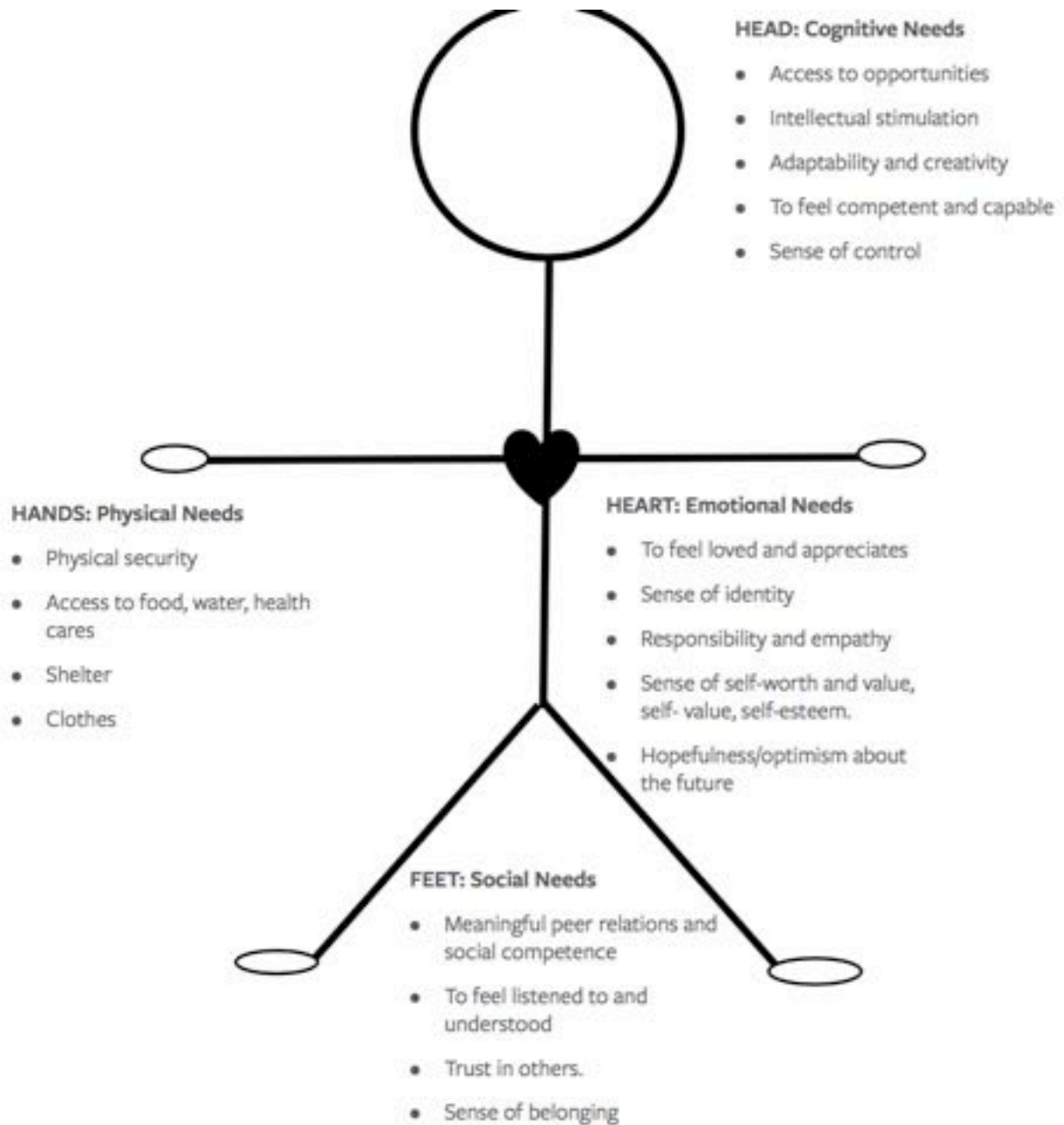
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- ESSPIN (2013) “Mentoring and Training Pack for Supporting School Based Management Committees in Nigeria”. Available at: www.esspin.org
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- Save the Children UK (n.d.) “What is Child Protection? Training Module 1”. Available at: <http://resourcecentre.savethechildren.se/sites/default/files/documents/5403.pdf>
- TiCCWG (2016) “Training Pack for Primary School Teachers in Crisis Contexts” Module 2: Child Protection, Well Being and Inclusion. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts

Handout 1



Handout 2



Handout 3

Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 9

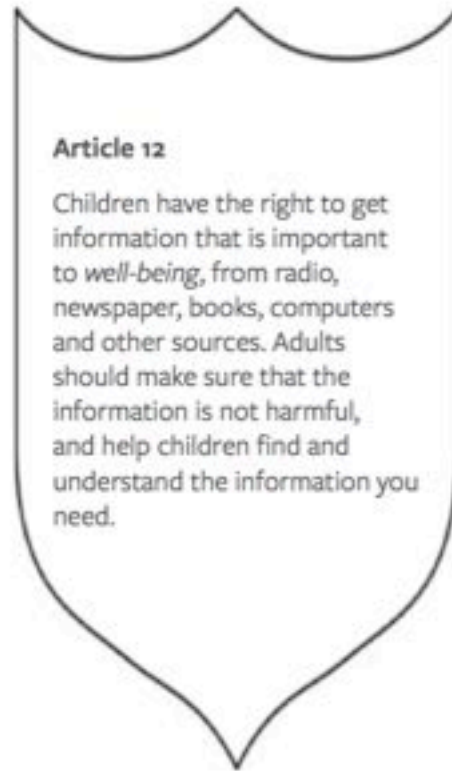
Children have the right to live with parent(s). They have the right to live with a family who cares for them.

Article 16

Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.

Article 16

Children have the right to privacy.



Article 38
Children have the right to help if they've been hurt, neglected or badly treated.

Article 24
Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.

Article 37
No-one is allowed to punish children in a cruel or harmful way.

Article 32
Children have the right to protection from work that harms them, and is bad for their health and education.

Article 31
Children have the right to play and rest.

Article 30
Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 23
Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.



Handout 4: Child Protection Scenarios

Story 1

Many children from a certain area of the community have stopped coming to school since the incident occurred. This is despite efforts by community and school to keep education going. On one occasion, a child from the area was confronted by hyena she was able to run away, but other children and their families are now afraid of the route to school and are keeping children at home.

Story 2

The performance of a boy in school has got noticeably worse since the start of the crisis. He appears uninterested, worried and afraid in class and his attendance is becoming erratic. He sometimes misbehaves and is disrespectful to his teachers and peers.

Story 3

The School Management Committee (SMC) sets about making the school a more safe and secure learning environment for children. When it is suggested that the children are consulted on what improvements to make, the SMC tell them to go away, that they are just children, and they should leave this to the adults.

Story 4

An eight-year-old boy in the community has a disability. He would like to be in a regular classroom with his peers, but the school officials and staff feel that he may be better off staying at home. Both the boy and his parents want him to be in school.

Reflective questions

- What are the needs of the child in these scenarios?
- What rights are being violated?
- What actions could be taken by teachers in the school community to address the situations?



7. Ensure your learners are protected: Part 2

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Recognise behaviour which may indicate child protection issues in their classroom (NTCF 5.4)
- Identify the kinds of protection risks that children may face in and around the school, including those posed by teachers, other children, and other school related personnel (NTCF 5)

- Take steps to prevent any form of abuse, bullying or violence in their classroom (NTCF 5)
- Take action to address classroom and school-based child protection issues (NTCF 5)

Materials needed

- Flip-chart
- Marker pens
- Handouts

Information to share with participants during this session

Understanding children's needs and rights is an important step in making classrooms safe places where all children can learn, play and develop. Teachers have a key role to play in meeting and protecting children's well-being.

The next steps are to build on this understanding by: developing skills to recognise when children have problems; identifying possible risks to children in the classroom and school; developing actions to help prevent child protection issues occurring, and actions to address them when they do.

Formal and informal rules or regulatory frameworks for the behaviour of teachers and students can help create a more protective environment. Teachers' codes of conduct guide and support professional and ethical behaviour. If these do not exist already, they can be informally developed and agreed at local level. Students should also be consulted on school and classroom rules (see the module called 'Manage your class' part 1) which can help create a safe space for all.

Child protection 'charters', guidelines or checklists can be developed in classrooms and schools by working with teachers, children, parents and communities. There may already be formal channels for reporting instances of violence or abuse which happen in and around the school. It is important, particularly in crisis contexts, for teachers and pupils to know what these channels are. Where they do not exist, steps can be taken to help teachers and students know what to do.

This session will provide additional knowledge and skills to help teachers create a safe school environment for all children and take appropriate action when issues arise.



Go to modules 5 and 6 (proactive and reactive classroom management) for more information on using positive discipline.

Activities

1. Recognising child protection issues 🕒 20 minutes

When children do not feel safe or protected, they may show signs of distress. The purpose of activities 1 and 2 in this module is to help participants recognise signs of distress in children, and consider the risks that may be posed in the classroom and school.



“Teachers are well placed to observe changes in children’s behaviour because of the amount of time children spend in their care. Teachers have a role to play in reducing risks to children in their classroom and developing a protective environment in which children can learn.

One of the roles of a teacher is to monitor children’s progress in the classroom. Teachers must respond to any signs of distress or upset which may impact on children’s well-being, participation and learning”.

Ask: How would we know if a child was facing a problem or was distressed in your classroom? What behaviour might indicate distress?

Gather feedback from participants and write it on a flipchart. Examples might include: crying, angry, fighting, lateness, withdrawn, absence, poor concentration, dirty, illness, injuries/physical marks on the body, not completing assignments, Isolation, too quietly, etc.

Ask: Why might a child often be late for school or irregular in attendance? Why might a child not be able to concentrate well in class?

Collect answers in plenary again. Examples could include: may have to complete domestic chores; may have to ‘hawk’ or sell on the street before school; may be facing bullying by other children or a particular teacher; may be unwell; may be neglected at home.

Highlight the importance of talking to each student to find out **why** he or she is late or irregular in school, or why he or she has poor concentration in class. The circumstances may be beyond the child’s control and so the child should not be punished. Parents can also be contacted for better understanding, and for their support in resolving a problem.

2. Identifying risk factors in and around the school

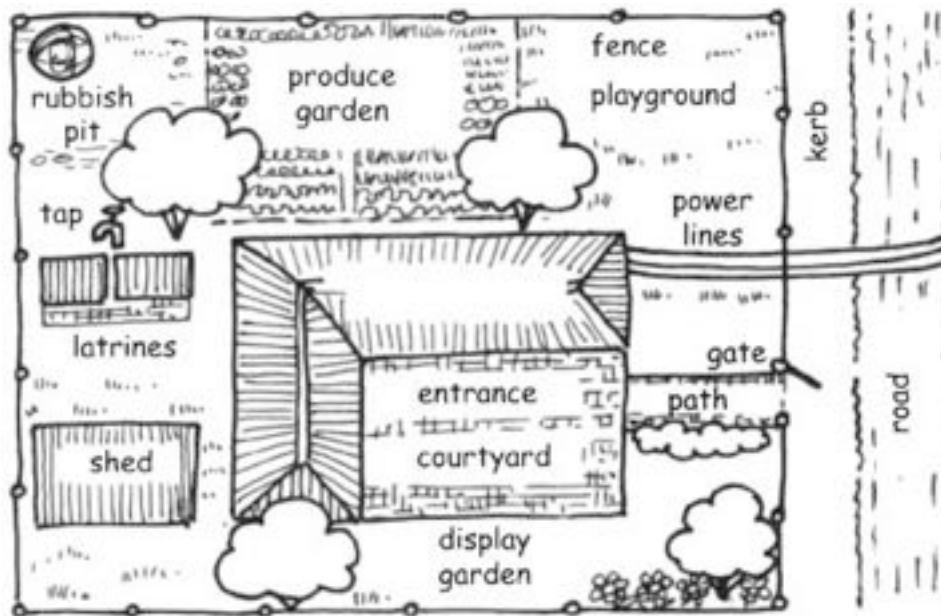
🕒 40 minutes

Put participants into pairs.

Say

“Work with a partner. Select a school that one of you teaches in (or if you are not yet working in a school, a school that one of you attended). **Draw a map** of this school and its surroundings.”

Example



Say

“When you have finished with the map, look at it together to agree on things that might make the school an **unsafe** space for children. Think about places in the school which may be less safe for children to be. Mark these on the drawing with a different colour pen.”

Examples: the toilet area if it is far from the main school buildings or the toilet is broken; untidy toilets; sharing one toilet between boys and girls; ratio of pupils to toilets; bushy areas; areas where traders/motorbike taxis gather; power lines; a busy road; rivers (pupils might fail to cross);

“Think about the physical environment of the school, but also consider the people in the school including students and teachers. Think about how their behaviour might cause children to feel unsafe or unhappy”

Examples: bullying of younger students by older students; threats or beatings from a teacher; Harsh language from teachers;

When the pairs have finished, display their school maps on the wall and do a **gallery walk**.

In plenary, list on a flipchart the **key risk factors** identified by the pairs.

Gender responsiveness and inclusion

Ask: Are there any risk factors more associated with girls than boys, or vice versa?

Ask: Are there particular risk factors for students with disability?

Note these differences.

Review the list of risk factors. Highlight any which are associated with teacher or student behaviour and conduct. Add corporal punishment, bullying, and sexual- and gender-based violence, if they have not been mentioned. The aim is for the group to have identified the biggest risks for children in school. All teachers should be aware of these risks.

3. Risk factors associated with teacher and pupil behaviour

 **30 minutes**

The purpose of this activity is to highlight risks to students' protection that can arise in classrooms and schools due to the actions of teachers and other students. The aim is to help us prevent and address these risks.



“As teachers, we must make sure we are not preventing children’s needs being met, violating children’s rights, or misusing our power over children. We also need to be able to recognise and respond appropriately if we witness other adults harming children, and ensure that students do not harm each other”.

Divide participants into 4 groups. Give each group one of the following protection themes

1. Corporal punishment
2. Bullying
3. Sexual- and gender-based violence
4. Humiliating punishment.

Each group must answer the questions in relation to their theme. They should work for 10 minutes.

Group 1	Group 2	Group 3	Group 4
Corporal punishment	Bullying	Sex and Gender Based Violence	Humiliating punishment
<p>Questions for groups to answer:</p> <ul style="list-style-type: none"> • How would we define the theme? • What is the impact on children’s well-being and learning? • What can we, as teachers, do to prevent this in our class? • What can we, as teachers, do to address it when it happens? 			

Ask a spokesperson from each group to spend 2 minutes presenting their answers to the 4 questions. Allow time for any comments or additions after all presentations have been made. Use **Handout 1** to add any definitions or answers that participants have not already mentioned.



“These examples are some of the most serious ways that students can be hurt in schools. They can have long-term negative impact on children’s well-being and their learning.”

Explain that more specific alternative ‘positive’ methods of maintaining discipline in the classroom can be found in the modules called ‘Manage your class’ parts 1 and 2.

4. My protective, safe classroom 🕒 30 minutes

The purpose of this activity is to help teachers take action when child protection issues arise.



“Based on the last activity, we are going to make 2 checklists. These could be adopted by all teachers, the head teacher, and the students, as ‘minimum standards’ for safe and protective classrooms. One checklist will focus on **prevention**, and one on **actions** to address child protection issues when they come up.”

Draw the **prevention circle diagram** from **Handout 2** onto flipchart paper. Work in plenary with participants to write a prevention action into each circle. Try to produce 7 key points only. *Note that the handout has already been filled in, but this activity can produce others/more.*

Draw the **‘actions to address child protection issues in the classroom and school’** table onto flipchart paper. Work in plenary with participants to produce 5 points. *Note the handout has already been filled in with suggestions but this activity can produce others / more.*

This is the end of the session. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can recognise child protection issues among students and teachers.
- Teacher can identify child protection risks and take steps to prevent and/or address them.
- Teacher acts immediately to address conflict, bullying, discriminatory or disrespectful behaviour.

Ideas for coaching

The head teacher or trainer can use the checklists developed by participants to feed back on how well teachers are able to create a protective and safe space in their classroom.

Where a teachers' code of conduct or statutory child safeguarding measures already exist, head teachers or trainers could provide additional training or sensitisation on their content.

Ideas for collaborative learning/self-study

- Head teachers can set up a regular meeting or forum to bring teachers together to share any concerns regarding children's behaviour, attendance, punctuality, participation and learning. They can discuss advice and further action as appropriate.
- Where statutory codes of conduct for teachers or safeguarding measures exist, teachers can read these and discuss together.
- Experience sharing forums can incorporate how teachers have managed to successfully resolve cases (for example solving bullying in the classroom), or how they have used positive methods of discipline to achieve better results for children.

References

The following sources were used in compiling this module:

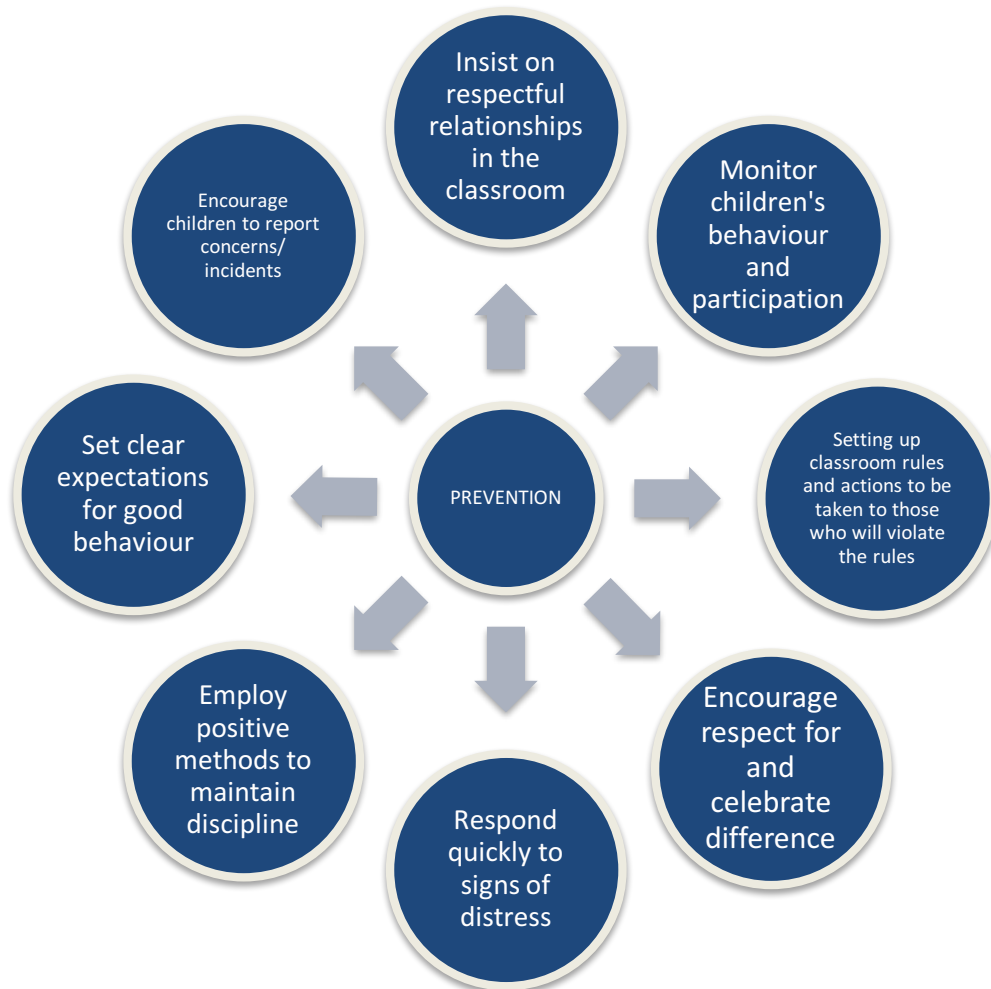
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Handout 1

	Group 1	Group 2	Group 3	Group 4
	Corporal punishment	Bullying	Sexual- and gender-based violence	Humiliating punishment
How would we define the theme?	Physical abuse of a child is that which results in actual or potential physical harm by a person in a position of responsibility, power or trust.	Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time	Gender-based violence is an overarching term for any harmful act that is committed against a person's will, and that is based on gender. It recognises that whilst girls and women are most affected, boys and men are also victims.	Punishment which often publicly dishonours and humiliates a child, taking away his or her self-respect, pride and dignity. Can be combined with physical punishment or solely verbal.
What is the impact on children's well-being and learning?	Evidence suggests that the impact on children's learning and development is negative and that it can teach children that violence is an acceptable way to solve problems.	Bullying can have a very negative impact on children's lives generally, and therefore on their participation and learning if it is happening at school. Children may fear coming to school or may be unhappy in the classroom.	Like any other form of violence in school it can have a very negative impact on children's participation and learning. As girls and women are generally more affected, it can have a disastrous effect, particularly in contexts where girl's education is already a challenge.	The impact is negative on children's development, participation and learning. It may be felt to be even more negative than physical punishment.
What can we, as teachers, do to prevent	Learn other ways of classroom management: use of positive methods of	Establish a culture of respect, acceptance, tolerance in the classroom.	Establish a respectful classroom environment where girls and boys are	Establish a respectful classroom environment in which all children feel

<p>this in our class?</p>	<p>maintaining discipline, use of praise, routine, active learning, etc.</p>	<p>Use staff meetings, assemblies, class and parents' meetings to establish a positive climate at school. Reinforce positive social interactions and inclusiveness.</p>	<p>treated equally. When planning and implementing activities, consider the impact on boys and on girls, and on boys and girls with disabilities.</p>	<p>valued. If a child misbehaves, respond to the specific behaviour without seeking to humiliate the child.</p>
<p>What can we, as teachers, do to address it when it happens?</p>	<p>If we observe other teachers using corporal punishment, we must take action. We can talk to the teacher about alternatives, report the incident to the head teacher, and take action to help a child who is injured.</p>	<p>Intervene to stop bullying and get help if necessary (for example if a weapon is involved). Model respectful behaviour.</p>	<p>Report any observations of sexual- and gender-based violence in or around the school to the head teacher or designated child protection staff. Take action to ensure the safety of the victim, and get medical help as necessary.</p>	<p>Report any observations of humiliating punishment in and around the school, whether by teachers or by other children, to the head teacher or designated staff member. Take action to reduce the impact on the child.</p>

Handout 2: Creating a safe and protective learning environment



Actions to address child protection issues in the classroom and school

1	Report child protection concerns to the head teacher or staff member designated for child protection for further reporting upwards, if a mechanism is in place and if necessary.
2	Intervene to stop child protection incidents (for example, bullying, sexual- and gender-based violence) if witnessed. Get help if a weapon is involved or there are concerns for your own safety.
3	Ensure that the victim receives care and support, and if necessary medical attention (medical attention should be sought in cases of rape/sexual violence).
4	Communicate the incident to the child's parents or caregivers, and invite them to school to discuss/support.
5	If a child reports an incident or arrives in school upset/injured following an incident, listen and document. Explain that you may have to report further, depending on the seriousness of the issue.
6	Teachers may be the first to observe children in school showing signs of having been neglected, punished or abused at home. Report concerns to the head teacher or designated staff member. Call for medical attention as necessary. Be aware of other community-based organisations or networks with a focus on child protection and safety for support outside of school.



8. Open and close lessons purposefully

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Begin lessons purposefully, with clear goals for learning (NTCF 3.1)
- Explain why lessons should be meaningful and relevant to students' lives (NTCF 3.1)
- Make connections between present and previous lessons/learning (NTCF 3.1)
- Close lessons purposefully by reviewing and summarising (NTCF 3.1)

Materials needed

- Flipchart paper
- Pens
- Sticky notes
- Extra flipcharts and pens for participants
- Handouts

Information to share with participants during this session

Opening

One of the key times a teacher communicates with students is at the very start of a lesson. This is when they make clear what the purpose of the lesson is, and when they set out the learning objectives. Research shows that making the purpose and goal of the lesson clear and relevant to students improves learning outcomes by motivating students to learn.

Another essential part of introducing a lesson is to make the connection to previous learning and experience. And to relate the new lesson with the students' environment. This makes learning feel purposeful and valuable. Without this, students are less likely to retain the knowledge and skills communicated in a lesson.

Learning happens best when students feel confident, positive and motivated. This is a key point. When teachers present lessons to students, they send motivational messages (through words, tasks, the way lessons are taught). Students listen and decide how much time, effort and persistence they want to put into their own learning. Put simply (simple to complex), they decide how interesting and fun it sounds.

Effective teachers are those who are very aware of their students' motivations and emotions. They recognise their role in motivating students, by adapting the curriculum to make it relevant, fun and engaging. This can keep students motivated and positive. Negative emotions – feelings such as hopelessness – can interfere with learning.

Closing

Teachers can use the final moments of a lesson to review content and to gauge understanding, and to summarise. This redirects students' attention to the central goals and outcomes of the lesson. Summarising also gives the teacher a chance to repeat connections between the current lesson's content and previous lessons, knowledge, experience or interests. This encourages an important cognitive process that helps to embed learning for students and leaves students feeling positive after class. Closing is also an opportunity to gauge achievement of the current lesson and to link the learning from the lesson to the next lesson's objectives and content. This helps students prepare for and be more receptive to what is coming next.

Activities

1. Connecting to previous learning 🕒 20 minutes

The purpose of this activity is to learn how connecting to prior learning makes lessons feel purposeful and valuable.



“Let’s begin this session by thinking about how we can use what we already know to make our lessons more focused on engaging our students.”

Hand out post-its/sticky notes or blank sheets of paper to participants.

Ask them to write down what they learned about their own students in the modules



‘Know and include all your learners’ and/or ‘Managing your class’ parts 1 and 2. Tell them to use one post-it note per idea. Invite them stick their notes on the wall.

Do a gallery walk with the group. Encourage participants to share their answers.

“This is a ‘quick write’ technique that can help you assess what your students already know about a topic. Are there other ways we can elicit knowledge from students? [This might include quizzes or games.] What do these sticky notes tell us about our learners?”

Sample answers might include: their backgrounds, their communities, the barriers they face, the routines and activities they use in class to keep on task.

Ask: Why is it important to know this? If not already mentioned, remind participants that some students may not speak the main language of school at home, so they may have trouble understanding lessons.



“We are going to use what we already know about our students in the next activity.”

2. What interests my students? 🕒 30 minutes

The purpose of this activity is to learn how to make lessons more meaningful for students.



“Now we are going to think more about how we can make lessons meaningful and relevant for students.”

Explain why this is important. Count participants off into small groups.

Ask groups to discuss what issues really interest and motivate their students at the moment. (For example, a song, a sport, a game or an event.) Do this for 5 minutes, then get feedback from the groups.

Ask: How can you incorporate these things into your lessons? Could you use this to open a lesson to really engage your students? For example, if the students love sports, could you use football results to help them understand maths? Is there a song that might have important learning messages? Has something happened in the news that could make your history lesson more meaningful?

Give the groups 5 minutes to discuss and then get feedback from several groups.

Ask: Did you find this easy or difficult? Why might it be a good idea to incorporate these things into lessons? Explain the benefits of making learning fun, relevant and creating a positive attitude to learning.

Gender responsiveness and inclusion

When thinking about how best to engage and motivate students, at the beginning of the lesson for instance, try to pick something which appeals to both boys and girls and children from different backgrounds. Ensure it is something that all students feel comfortable talking about.

Ask: What affects different students' abilities to engage with lessons? (For example, speaking a different language at home; not being able to see well; not being able to hear well; feeling unable to speak out due to gender norms.) Do this for 5 minutes then ask for feedback from some of the groups.

Ask: How can you incorporate these things into your lessons? What could you do to help children understand the language used in class more easily? What could you do to help children who cannot see or hear well take part actively in the lesson?

Give groups 5 minutes to discuss this and then get feedback from several groups.

Add suggestions such as: setting lesson objectives to help children learn and practise a new language (see the module called 'Plan and sequence each lesson'); using body language to help students understand; encouraging some students to translate for others; encouraging visually impaired students to touch teaching aids or other objects; encouraging hearing impaired students to draw or create visual reminders for them; asking to be trained in sign language; making sure you never cover your mouth or turn away when speaking.

3. Making learning goals clear 🕒 30 minutes

The purpose of this activity is to demonstrate the value of setting clear learning objectives for students.

Think – Pair – Share

Ask: What is an objective? Ask participants to share answers with a partner. Then invite one or two pairs to share their answers in plenary.



“A learning objective is a clear, brief statement of what a student will be able to do by the end of a school year/unit/course/project/class. We are going to explore why setting clear learning objectives for students at the opening of a lesson can improve and motivate learning”.

Put participants into groups of four. One person in each group takes on the role of teacher. Teachers should come to the front to collect their instructions, flipchart paper and pens. Give each teacher an instruction cut out from **Handout 1** and ask them to conduct their ‘lesson’. Give groups ten minutes to complete the task. Tell participants that each group has received different instructions, so they should not copy each other. **Note** that the learning objective is to be able to learn school environment vocabulary.

After 10 minutes, **ask:**

- How did your team feel during that activity? Motivated, excited, frustrated? Why?
- Why was the task much more positive for Team 4 than for Team 1?
- Why is it important to think about the objective of your lesson before you create and begin a lesson?

Example answers: It was not clear for Teams 1, 2 and 3 what the learning objective was. Team 4 was given more specific information. Team 4’s objective was written based on how students would be evaluated. Knowing the objective helps students to complete the task and feel satisfied when they have finished.



“A key part of opening your lessons purposefully is to make it clear to student the end result you are all working towards. This helps to engage and motivate students and improves learning outcomes.”



Go to the module called ‘Plan and sequence each lesson’ to learn more about using lesson objectives in lesson planning.

4. Finish lessons purposefully 🕒 30 minutes

The purpose of this activity is to learn how and why to finish lessons purposefully.



“Let’s think about how we can finish our lessons more purposefully. Many of the same ideas we have looked at about opening lessons purposefully are the same for closing lessons. Think about what we have learned in this session. How will you use these skills in your upcoming lessons? You are going to plan how you can make those lessons begin and end in meaningful and relevant ways, and how you will communicate learning objectives.”

Give participants to **Handout 2**.

Ask them to work through the questions. After 15 minutes, ask them to share their ideas with a partner for 5 minutes. Invite a few pairs to share examples with the whole group.

Ask participants to review their earlier notes about students' interests (from Activity 2). Ask groups to generate more ideas on how they can use their learning. Discuss for 5 minutes, then invite participants to share ideas. Ask participants to choose one of the ideas from their group discussion (Activity 2) to try in their own teaching next week.



“Can anybody tell me what skill we have just practiced in this closing session?”

Elicit a few answers, ensuring that participants talk about summarising, reviewing and consolidating learning. Point out that we have just modelled good practice. Using the ‘Information’ section at the start of this module, explain why this is important in good teaching. Give participants **Handout 3**. This provides a summary of key ideas. Recommend that participants use Handout 3 for self-study.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can begin lessons purposefully, with clear goals for learning.
- Teacher can plan and deliver lessons that engage students because they are relevant and meaningful to them.
- Teacher can make connections between present and previous lessons/learning.
- Teacher can close lessons purposefully by reviewing and summarising and linking to learning in the next lesson.

Ideas for coaching

Head teachers and trainers can conduct classroom observations to check knowledge and skills are being used by teachers. It would also be worthwhile talking to students about their experiences with particular teachers, to check if the students are clear about learning objectives and whether they feel motivated to learn. This could be a focus group discussion, and the teacher concerned could be involved. Afterwards, the head teacher or trainer could debrief the teacher, acknowledge positive remarks, and discuss areas for improvement.

Ideas for collaborative learning/self-study

- Teachers can review lesson plans and consider where changes are needed to open and close them more purposefully.
- In peer observations, observers should pay attention to how other teachers open and close lessons. Teachers should ask themselves: Can I adapt or apply any of the strategies in my own lessons?
- Teachers can review **Handout 3** and remind themselves of key ideas. They can then choose one skill or strategy they would like to work on next week.

References

The following sources were used in compiling this module:

- TiCCWG (2016) “Training Pack for Primary School Teachers in Crisis Contexts” Module 4 – Curriculum and planning. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts

Handout 1: Making learning goals clear

These instructions should be written on small pieces of paper before the activity begins.

Team 1: Students will be able to draw a school.

Team 2: Students will be able to draw a school with a playground.

Team 3: Students will be able to draw a school with students playing football on the playground.

Team 4: Students will be able to draw a school with students playing football on the playground on a sunny day. They will be able to label the key features of the school.

Handout 2: Making learning meaningful and relevant

1. Think of three lessons you are teaching next week.
2. For each lesson come up with two strategies to make those lessons begin and end in meaningful and relevant ways to engage your students.
3. If your students speak different languages, have disabilities or other special needs, what other strategies can you think of to help them engage?
4. For each lesson, think about how you can clearly communicate the learning objectives and goals to all your students.
5. After 10 minutes, share your ideas with your partner.
6. Tell your partner two positive things about their strategies. Tell them one thing that they could do to make it even better.

Handout 3: Summary learning points for self-study

Opening the lesson

One of the key times a teacher communicates with students is at the very start of a lesson. This is when they make clear what the purpose of the lesson is, and when they set out the learning objectives. Research shows that making the purpose and goal of the lesson clear and relevant to students improves learning outcomes by motivating them to learn.

Making connections to previous learning

Another essential part of introducing a lesson is to make the connection to previous learning and experience, which makes learning feel purposeful and valuable. Without this, students are less likely to retain the knowledge and skills communicated by a lesson.

Motivating students

Learning happens best when students feel confident, positive and motivated. Although it seems straightforward, the significance of creating this kind of environment cannot be over-estimated. When teachers present lessons to students they send motivational messages (through words, tasks, the way lessons are taught). Students listen and decide how much time, effort and persistence they want to put into their own learning. Put simply, they decide how interesting and fun it sounds.

Effective teachers are those who are very aware of the motivations and emotions of their students. They recognise their role in motivating students by adapting the curriculum to make it relevant, fun and engaging, and by keeping students motivated and positive. Negative emotions – feelings such as hopelessness – interrupt the learning process, which can prevent learning entirely.

Closing the lesson

Teachers can use the final moments of a lesson to review content and understanding and to summarise. This redirects attention to the central goals and outcomes of the lesson. Summarising also gives the teacher a chance to repeat connections between the current lesson's content and other prior knowledge, experience or interests. This facilitates an important cognitive process that helps to secure learning for students and leaves students feeling positive after class.



9. Explain the lesson

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Use explanation of lesson content to maximise student participation and learning (NTCF Domain 3)

Materials needed

- Flipchart paper

- Pens
- Blackboard prepared with instructions
- White/blackboard and pens/chalk, eraser
- Handouts

Information to share with participants during this session

The way lesson content is explained to students has an impact on students' understanding and ability to learn skills. Students benefit from clear and precise explanations. Such explanations are the result of the teacher reflecting and planning how to deliver an effective message. Explanations that are well planned and use examples, materials and/or demonstrations work best for learning. Any new words or terms in the lesson need clear explanation.

Effective explanations by teachers depend on the following:

- The use of clear language **which students already know**. You might sometimes need to clarify an idea in a child's mother tongue as well as explaining in Kiswahili. This will make it much easier for children to understand the explanation. They will also be able to develop their Kiswahili much better;
- Mastering of the subject content
- Subject content delivered in sequenced stages and not all at once;
- An awareness of what your students already know about a topic (see also the module called 'Open and close lessons purposefully').
- The use of memorable and relevant examples or demonstration;
- Ongoing questioning to check understanding;
- Actively engaging all your students.

Students learn in different ways and have different learning styles. Some children will learn better with visual aids such as diagrams, words on a page, or looking at images. Others will learn better through listening. Children often learn well through 'doing', if activities are well-explained and executed. Teachers can adapt their explanations to these different learning styles and use a mixture of methods for communicating and delivering lessons. This is likely to improve the education experience and learning of all students in the class.

It is important for the teacher to monitor if students understand instructions, directions, descriptions and explanations. This can be done in different ways and will help the teacher to constantly improve on explaining different concepts, facts, skills and giving instructions.

Activities

1. Explanation needs support 🕒 50 mins

The purpose of this activity is to demonstrate how explanations can be given more effectively for all learners in the classroom

Ask participants to work in pairs.



“Today we are going to learn how to tie a particular kind of knot using pieces of string. I am going to explain to you how to do it and then each pair can have a go at it.” The teacher can use teaching aids to demonstrate in front of students.

First take a length of string and put it around an upright pole (such as a table or chair leg). Then hold the rope so that the longer end is in your left hand and the shorter end in your right hand. Make a loop with the piece in your left hand. Next hold the place where the rope crosses at the loop between your thumb and forefinger. Then hold the loop flat. After that take the piece in your right hand and pass it up through the loop. Then pass it under the straight piece next to the loop and then down through the loop. Finally hold both pieces in one hand and slide the knot towards the top of the upright pole (or table or chair leg - if that is what you are using). You have now successfully tied the knot.”

Just give the instructions verbally, do not demonstrate visually.

Hand out pieces of rope or string and ask participants to try tying the knot. Do not repeat the instructions or give any help. Allow them to try for a few minutes and then ask:

- Is the task easy or difficult?
- Why?

Sample answers

It was difficult because:

- it was not possible to remember the long list of instructions
- we could not see the knot being tied
- we did not have the string to try while the teacher was describing
- complex instructions were delivered as a ‘lecture’ without demonstration.

Ask:

- Did the teacher use clear language? **Yes No**
- If the teacher had used a different language to explain, would we have understood (for example through clear use of body language)? **Yes No**
- Did the teacher have good subject knowledge? **Yes No**
- Did the teacher explain stage by stage how to tie the knot? **Yes No**
- Did the teacher check whether you already know how to tie the knot? **Yes No**
- Did the teacher demonstrate how to tie the knot? **Yes No**
- Did the teacher check whether you were following or not? **Yes No**
- Did the teacher actively engage you in learning how to tie the knot? **Yes No**

Ask: For this particular task, which of those things would have made the most difference to student learning? List on a flipchart.

Suggest

For effective learning the teacher could have:

- Introduced the topic and asked the students to **listen** and **watch**;
- Used very clear and simple language to describe the knot;
- Written the instructions on the blackboard;
- Explained how to tie the knot, **demonstrating** it at the same time;
- Explained the first stage with demonstration, and let the students **practise**;
- Explained the second stage with demonstration, and let the students **practise**;
- Emphasised/repeated bits where the teacher **observed** student difficulty;
- Let the students practise tying the knot in **groups**;
- Moved around between groups to check on progress and assist as necessary.

Give participants **Handout 1** and go through it with them.

2. Practical ways to improve our explanation 🕒 70 mins

The purpose of this activity is to further enhance teacher’s use of explanation.

Ask: If the teacher had been explaining **why** conflict or war started in a neighbouring country, as part of a history lesson, what elements of the Yes/No checklist used in the previous activity would be most important? Is there anything you might add (e.g. use of pictures or drawings, diagrams, timelines, a personal story of one hero)?



“Learning **how to do** something or learning a particular skill depends on good demonstration. This breaks the skill down into stages. The teacher checks if students have mastered each stage before moving to the next. Lesson content has a bearing on the way you choose to explain it.”

Divide the participants into groups and give each group some questions, as follows:

Group 1	If the teacher had asked and some students said they knew already how to tie the knot, what might the teacher do?	Ask these students to remain quiet during the explanation and demonstration. Then use these students to work with other students to demonstrate and help them practise.
Group 2	What could the teacher do or say to keep checking whether students are following or not?	Ask the students to repeat an instruction. Ask if everyone is following. Let them know they can

		ask questions if they are lost or confused.
Group 3	How could the teacher more actively engage students to support the explanation?	Use demonstration and allow students to practise if skills are being taught. Put students into pairs and ask one to explain/repeat the task to the other. Use teacher's knowledge of students' learning style to select methods.
Group 4	What can the teacher do to make the language used in explanation clearer ?	Teach any new vocabulary or terms in children's mother tongue first. Practise and then introduce and use new vocabulary in any second language which is important for school. Use the same words and terms throughout the lesson to avoid confusion, in both mother tongue and second language if relevant. Keep it simple and short.

Let the groups plan (10 minutes) and then practise (10 minutes) explaining how to tie the knot using what they have learned in this session. Each group should plan together, and then one person takes the role of teacher.

Group 1 should teach Group 2 (Groups 3 and 4 observe and fill in the Yes/No checklist). Group 3 should teach Group 4 (Groups 1 and 2 observe and fill in the checklist). If there is enough time, also ask Group 2 to teach Group 1, and Group 4 to teach Group 3.

The groups who are observing should use the Yes/No Checklist (**Handout 2**) and provide feedback based on the comment section of the checklist.



“Using a range of actions, like those demonstrated in this module, can help teachers explain lessons better. It is not necessary to use all of these actions every time. Select actions that will best help put the message across.”

This is because:

- children learn differently;
- a variety of styles allows each learner to learn in a way that is most suitable to him or her;
- active learning is an important way for people to internalise the learning and practise new skills;

- verbal explanation alone is not enough. It needs to be supported by other methods;
- it avoids boredom and creates 'pace' in the lesson.



Go to: the module called 'Use activities' to find out more about activities to support learning; the module called 'Use pairs or groups' to find out more about working in pairs and groups.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can explain why a range of different methods of explaining are necessary.
- Teacher can demonstrate how explanation can be supported for more effective teaching and learning.
- Teacher can use a variety of different methods to support explanation of instructions and content.

Ideas for coaching

The head teacher or trainer can provide follow-up coaching, to help teachers perfect their explanation of lessons using the checklist. They can conduct lesson observation and feedback using the checklist.

Ideas for collaborative learning/self-study

- Teachers can try peer lesson observation, so that they become well practiced at using these methods and internalise them over time.
- Head teachers or trainers can create opportunities for teachers to discuss challenges and achievements, to help develop skills and add to them through trial, error and learning.
- Teachers can reflect on their practice, and take notes of actions to make an explanation clearer.

Gender responsiveness

Check that both boys and girls are following the lesson and that they are participating. If necessary rearrange groups or activities to maximise participation. Ensure that demonstrations and examples are relevant and interesting to all children in the classroom.

References

- Schleicher, A. (ed) (2012) “Preparing teachers and developing school leaders for the 21st century: Lessons from around the world”, OECD Publishing. Available at: <http://www.oecd.org/site/eduistp2012/49850576.pdf>
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Handout 1

Explanation Method	Advantages	Disadvantages
<p>The teacher explains only how to tie the knot (describes, lectures)</p>	<ul style="list-style-type: none"> • Takes less preparation and time. • Can be the safest option for the teacher if they are not confident with the material. 	<ul style="list-style-type: none"> • No way of knowing whether all students have understood or are listening. • No opportunity for students to practice or really learn the information. • No stages of information which can make it easier to digest. • Students who do not speak the same language well will not understand. • Students may find it boring.
<p>The teacher demonstrates with the piece of string whilst explaining</p>	<ul style="list-style-type: none"> • Brings a topic to life, helps students understand the new information. • Enables children who don't speak the same language to understand better. • Makes a topic more meaningful and engaging. 	<ul style="list-style-type: none"> • Students will need time to try without copying the teacher to make sure they can do the skill themselves.
<p>The teacher writes the instructions on the blackboard and leaves the students to work out how to tie the knot</p>	<ul style="list-style-type: none"> • Allows students to learn by trial and error which can help them to internalise the information. • Students are actively engaged in their learning. 	<ul style="list-style-type: none"> • May be difficult for some students without additional assistance such as visual demonstration. • Some students may not pick up the content and may get left behind.
<p>The teacher organises the participants into groups or pairs</p>	<ul style="list-style-type: none"> • Allows students to work out problems with their peers and develop social/communication skills. Students may be less afraid of getting the task wrong and do better in the group. Students who do not speak the teacher's language can talk together in 	<ul style="list-style-type: none"> • Can get noisy and more difficult to manage behaviour. • Students who do not understand may be less visible because of the group around them. • Some students may do more of the work than others.

	<p>their own language to work out the solution.</p> <ul style="list-style-type: none"> • Active learning. 	
<ol style="list-style-type: none"> 1. The teacher demonstrates physically, then demonstrates again while explaining using students' mother tongue. If there is a visually impaired student, the teacher gets them to touch the string at each stage. If there is a hearing-impaired student, the teacher asks other students to write down for them what is being said. 2. The teacher asks a student to demonstrate, and then asks the class to discuss the strengths and weaknesses of what the student did. 3. The teacher writes instructions and diagrams on the board. If there are new words for students in mother tongue or second language, the teacher introduces and rehearses these. 4. The teacher then asks pairs or groups of students to complete the task following the instructions. 	<ul style="list-style-type: none"> • Students with different learning styles and backgrounds are engaged and get plenty of chances to build and practice the required skills and knowledge. 	<ul style="list-style-type: none"> • Takes more time – but more students will get the required knowledge, meaning much less time for catching up or revising in future will be needed.

Handout 2: Checklist

Criteria	Yes	No	Comment
Teacher uses clear, accessible language that all children already know, wherever possible.			
Explanation is not too long, but short and precise			
Teacher demonstrates good subject knowledge			
Teacher explains in stages and not all at once			
Teacher checks what students already know			
Teacher considers different learning styles and needs of students			
Teacher uses demonstration			
Teacher uses visual and tactile aids to support explanation			
Teacher checks whether students are following or not			
Teacher actively engages children			
Teacher selects the most suitable methods for the content			
Teacher introduces and practices new first and second language related to the content			



10. Use other resources

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Identify resources available in your learning environment (NTCF 2.2)
- Choose resources useful for supporting all children's learning (NTCF 2.2)
- Use and adapt resources appropriately to support children's learning (NTCF 2.2)

Materials needed

- Flipchart paper
- Pens
- Seven resources (see activity 2 for details)
- Blackboard and chalk or whiteboard and pens, eraser
- Handouts
- Facilitator's notes

Information to share with participants during this session

Teaching is much more effective if lessons are meaningful and relevant for students. This is because students will be able to relate their learning to their lives and things they really care about. One way of achieving this is to use resources to bring lessons to life.

Identify resources

Teachers need to know what resources are available for them to access. Some of the resources teachers use in the classroom may be official texts and curriculum materials. Other resources will be those which teachers identify themselves and depend on their initiative and skill. Resources fall into different categories:

- those used day to day in the classroom;
- those available within the school;
- resources to be found in the community.

Use resources well

Teachers need to ensure they know how to use the resources they have identified. For example, a technological resource might require a teacher to have some special knowledge or practice in using it. Even simply using a blackboard or whiteboard well involves some skill and careful thought.

Many teachers believe students will learn better if they have better resources. When resources are few, teachers can feel that the situation is beyond their control. However, experience in schools has shown that it is not the resource that makes the biggest difference. The teacher using the resource is far more significant.

Teachers' skills that ensure resources improve learning include:

- using the resource well;
- matching the resource to the lesson;
- stimulating motivation and interest through the resource.

Two different teachers using the same resource in different ways can have very different outcomes. A skilled teacher will not be limited by the quality or type of resource, but will take what they have and make it fun and interesting.



Activities

1. Resource hunt 🕒 30 mins

The purpose of this activity is to create a list of resources which are available to teachers.

Ask participants to read **Handout 1**. Ask them to look specifically for:

- which 3 resources are used in the lesson;
- where the resources come from.

Note: answers are in **Facilitator's Note 1**

Divide a sheet of flipchart paper into three sections marked 'classroom', 'in/around school' and 'community.' Count off participants into groups of 3-4.

Ask them to consider their own teaching/learning environment. They should list all the resources they can think of according to the 3 categories. (Alternatively, if the activity takes place in a school, ask them to walk around a classroom and the school grounds while they write the lists.)

Compile the lists from each group onto the main flipchart. Use **Facilitator's Note 2** to add to the lists if needed.



“It is important to observe and chat with other teachers to share ideas. Books of children’s activities can also contain creative resource ideas. If you have access to the internet there is an enormous supply of ideas, printable resources (e.g. worksheets), pictures, videos, and other people you can contact to swap ideas.”

2. Multi-use resources 🕒 30 mins

The purpose of this activity is to practise thinking about how to use resources in different ways.

Ask participants to collect seven resources. These could be items already in the room or from outside, or the facilitator could provide them. Each participant must choose a resource and think of 5 different ways they could use it (see **Facilitator’s Note 3** for ideas of resources and an example of 5 uses.)

Ask participants to work in pairs to demonstrate 5 uses of their chosen resource.

3. Expert user 🕒 30 mins

The purpose of this activity is to recognise that a resource is effective only if it is used well.

🕒 15 mins

There are three options for running this activity:

Option 1 (Facilitated group): Ask participants to sit in various places in the classroom (some near, some far, some behind others). Ask them to copy down what is written on the board. Write a sentence in small letters at the very bottom of the board, using pink chalk or red pen. Stand so that you block the writing as the participants try to copy it. Then erase the writing within seconds of completing. Ask participants to make a list of do’s and don’ts for using blackboards and whiteboards.

Option 2 (Peer group): Ask participants to take turns to write a sentence on the board while the others sit as far back as possible and try to copy it down. Ask the group to make a list of what makes it difficult or easy to read and copy from the board.

Option 3 (Self-study): Ask peers to video someone using the blackboard or whiteboard from the back of class. Review the video and identify how blackboard/whiteboard use could be improved.

Distribute **Handout 2** after the activity as a reminder of the key points. Encourage participants to add to it for self-study.

🕒 15 mins

Ask participants to work in pairs to read the examples on **Handout 3**. They should complete the empty sections of the handout with their own ideas of how resources can be used well or not so well. Discuss briefly in plenary after 10 minutes.

4. Multi-choice resources 🕒 30 mins

The purpose of this activity is to practice choosing and using resources to support a lesson.

🕒 15 mins

Ask participants to work individually.



“On a sheet of paper write down a lesson topic you have taught in the last week. (Option for new teachers - provide a topic from **Handout 4**).

Choose a resource from the list of resources made in the first activity that could support your lesson. Describe how you would use the resource. Use **Handout 5** as a guide to list how you would use the resource to make the lesson more:

- fun;
- meaningful;
- stimulating/engaging.”

🕒 15 mins

Ask participants to sit in a circle.

Step 1: Choose a participant to start. They should choose a simple lesson topic.

Step 2: The next person in the circle identifies a very basic resource (e.g. a piece of plain paper).

Step 3: The next person suggests a way the resource could support the lesson topic.

Step 4: The next person suggests a way the same resource could be made more fun/interesting/stimulating.

Repeat Step 4 until no one can think of any further ideas. Repeat this activity with a different person starting, if time permits.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is able to identify resources in and out of the classroom.
- Teacher is able to choose resources to support a lesson.
- Teacher uses resources in interesting and fun manner.
- Teacher uses the same resource in different ways.
- All learners access the resource.

Ideas for coaching

The trainer or head teacher can offer to observe a teacher's lesson and comment on their use of resources. They can also facilitate a focus group in the school to identify local resources and sources. They can encourage teachers to pick up the ideas presented in the section on 'gender responsiveness' and 'inclusiveness' below.

Ideas for collaborative learning/self-study

- Teachers can take a copy of the list of resources from the first activity and add to it anytime they think of or use a different resource. They should keep the list for future use.
- A teacher can find another teacher in their school with whom to swap resource ideas.
- A teacher can observe another teacher in their classroom and notice what resources they use.
- Teachers can ask a colleague to video/observe their use of visual aids in the classroom and give feedback.
- During lesson planning, teachers can identify what resources to use and how to use them most effectively. They can review their lesson afterwards (alone or with colleagues) to identify ways to improve.
- A teacher can ask students to bring some of materials which are available on their environment

Gender responsiveness

Consider visual aids and pictures:

- Are gender stereotypes represented? If so, is it possible to raise this with the class to discuss more appropriate images?
- If textbooks are not gender responsive, additional visual aids could be displayed to fill the gap.

Inclusiveness

Consider multiple resources for one lesson:

- Those with visual impairment may need someone to explain what is happening when a visual resource is used. Try to choose visual resources that also have texture or are three-dimensional. Allow visually impaired students to touch such objects each time you present them to the class.
- Think about alternative items you could give to visually impaired students at the same time as using visual aids. For example, counters or sticks when using number charts; real items (like food, equipment) that can be touched when explaining or displaying them to the class.
- If using audio resources, write down what is said as a handout for hearing impaired students.
- Think about how you could adapt one resource for various needs/abilities.

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The following sources were used in compiling this module:

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Cohen, D. K., Raudenbush, S. W., and Ball, D. L. (2003) "Resources, instruction, and research". *Educational evaluation and policy analysis*, 25(2), 119-142.

Danielson, C. (2011). "Enhancing professional practice: A framework for teaching" (2nd ed.). Alexandria, VA: ASCD.

Mlama, P. M. (2005) "Gender Responsive Pedagogy: A Teacher's Handbook". Forum for African Women Educationalists.

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Handout 1

Resource hunt

In a Science class at Kismayo, the teacher began a lesson about heat transfer.

To start the lesson the teacher wanted to connect the lesson to the everyday lives of the refugee students. On the board he drew examples of heat conductors that were familiar to students in the camp. Students played a game to work out whether each example was a good or bad conductor of heat and why.

Second, the teacher showed the class a piece of metal and asked what would happen if you put it over a candle. “Can you hold the metal after 10 minutes? Can you do it?” He then answered his own question: “No, maybe hold it for 2 minutes, but after conduction happens, no.”

The next step of his lesson was to share with the students some stories that they could relate to. One story he shared was:

“Mr. Kalulu went to the market and bought a colourful vessel, but it was made of plastic. After he set it out to heat his water for his tea, he came back and found that it was gone. He thought someone had bewitched him. But, no, Mr. Kalulu had just made bad choices.”

He then used open questions and think-pair-share to encourage students to explain what had happened to his water jar. The students then used diagrams and their own words to explain heat transfer in their notebooks.

Finally, the teacher closed the lesson by asking students to bring in examples the following day of good/poor heat conductors to be used as part of a practical training exercise in the next lesson.

Handout 2

Using blackboards/whiteboards

Be aware of:

- the colour of chalk or pen used
- whether the colour is visible from the back of the room
- using visually clear colour for emphasis, increasing interest and engagement
- the size of the lettering/drawing
- the position of words or drawings on the board
- not writing anything below the line of vision of students in the back row
- the time needed to read/copy from the board (before you move to another point or erase)
- glare or reflection on the board
- the need to talk to the students, not to the board
- the need to emphasise points, don't duplicate.

Handout 3

Using flash cards to support a lesson on initial sounds Add ICT Materials eg. tablets, Computers, Projectors	
<i>Less effective use of this resource</i>	<i>More effective use of this resource</i>
CD player for learning a song in the English lesson	
<i>Less effective use of resource</i>	<i>More effective use of resource</i>
Displaying a poster of the seasons	
<i>Less effective use of resource</i>	<i>More effective use of resource</i>
Using fruit as an example of healthy eating	
<i>Less effective use of resource</i>	<i>More effective use of resource</i>

Handout 4

Multi-choice resources

Lesson topic options for new teachers:

- Teaching a lesson about geometric shapes.
- Teaching a lesson about the seasons.
- Teaching a lesson about counting.
- Teaching a lesson about healthy eating.

Handout 5

Multi-choice resources

Lesson topic:
Resource:
How will you use this resource to make the lesson fun?
How will you use this resource to make the lesson meaningful?
How will you use this resource to engage the students?

Facilitator's note 1

Resource hunt

In a Science class at Kismayo, the teacher began a lesson about heat transfer.

To start the lesson the teacher wanted to connect the lesson to the everyday lives of the refugee students. **On the board** (available in the classroom) he drew examples of heat conductors that were familiar to students in the camp. Students played a game to work out whether each example was a good or bad conductor of heat and why.

Second, the teacher showed the class **a piece of metal** (available in/around the school) and asked what would happen if you put it over a candle. "Can you hold the metal after 10 minutes? Can you do it?" He then answered his own question: "No, maybe hold it for 2 minutes, but after conduction happens, no."

The next step of his lesson was to share with the students some stories that they could relate to. One story he shared was:

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He then used open questions and think-pair-share to encourage students to explain what had happened to his water jar. The students then used diagrams and their own words to explain heat transfer in their notebooks.

Finally, the teacher closed the lesson by asking students to **bring in examples the following day of good/poor heat conductors** (available in the community) to be used as part of a practical training exercise in the next lesson.

Facilitator's note 2

Resource list

Classroom resources

- Blackboard
- Pencils
- Rulers
-
-

Material resources

- Rocks
- Bottle caps
- Paper
-
-

Animals and plants

- Leaves
- Animal products
- Vegetables
-
-

Curriculum resources

- Textbooks
- National curriculum
-
-

Teaching-aids

- Alphabet cards
- Multiplication table
- Map
-
-

Facilitator's note 3

Multi-use resource examples

Example resource: Sticks

Uses:

1. Measuring (mark off as a ruler)
2. Pointing to words on the board
3. Break into smaller sticks for counting
4. Speaker stick – only the person holding stick can speak in a group discussion
5. Spinning a stick to select a person for a game.

Example resource: Coloured paper

Uses:

1. Colour matching cards
2. Colour coding groups
3. Traffic lights for children to hold up to answer questions (e.g. hold a red card for no, green for yes, and yellow for maybe or don't know)
4. Folding into paper creations
5. Cutting into bookmarks to mark place in textbooks.



11. Use questions and answers

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Describe different types and levels of questions (NTCF 3.3)
- Use different questioning techniques in the classroom (NTCF 3.3)
- Respond appropriately to student answers (NTCF 3.3)

Materials needed

- Flipchart paper
- Pens
- Blackboard and chalk or whiteboard and pens, eraser
- Handouts

Information to share with participants during this session

The ways teachers use questions can deepen students' understanding of a lesson. The use of questions during lessons is linked to higher student achievement than teaching which does not use questions.

Teachers use questions in different ways for different reasons in the classroom. This includes using questions: to develop students' interest and motivation; to understand how prepared students are for the lesson or what they already know; to develop inquiring attitudes and critical thinking skills; to review previous lessons; to deepen student's insight into a topic; to assess achievement of lesson goals and objectives; and to motivate and stimulate students to pursue knowledge on their own.

This session focuses on different kinds of questions, different levels of questions and different ways of asking questions. It also considers how teachers should respond to the answers that students give to questions.

Activities

1. Questions: kinds and levels 🕒 30 mins

The purpose of this activity is to highlight the different kinds of questions that teachers can use to support different levels of learning in the classroom.



“As educators we do not want our students to just repeat what they have been told. Being able to repeat does not tell us whether a student understands the lesson or can use the information/ideas. We want our students to know and recall facts and information **and** to be able to analyse and use the information and concepts they are learning.”

Ask the participants the following questions:

- What is the name of this town/village?
- What is 4 multiplied by 4?
- Nairobi is the capital of which country?

Ask the participants the following questions:

- Why do we need to wash our hands before eating?
- What do you think is the most rewarding thing about being a teacher?
- What were the most important points of today's lesson?

Ask participants to work in pairs to discuss the following:

- Both sets of questions were different. What was different about them?

Let participants answer in plenary.

Sample answers

In the first set there was only one answer. The questions were asking us to answer with facts. Closed questions are usually considered as having a clear factual answer.

In the second set of questions we had to analyse, prioritise and explain to answer. For example to identify the most important points of today's lesson, we had to think about the objectives of the lesson to decide what was important; then we had to think about the content and prioritise what we felt were the most important points.

To answer **why** we should wash our hands, we need to be able to say not only that it is important, but understand and state the reasons for its importance.



“The first set of questions were ‘**closed**’ questions and the second set were ‘**open**’ questions”. Answers to **closed questions** will let the teacher know if students can remember and know basic facts. **Open questions** encourage students to think for themselves, to express an opinion, and to develop skills of inquiry and analysis. An effective teacher will use **both closed and open questions** in the classroom.”

Give the pairs **Handout 1** and ask them to look at the **questioning ladder**.

Ask: What is the difference between the questions at each stage of the ladder? What do the students need to be able to do to answer each level of questions?

Provide **Handout 2** and let participants read through and compare their answers.

2. Asking questions effectively 🕒 50 mins

The purpose of this activity is to allow teachers to practise the skills of selecting and asking questions effectively and responding appropriately

Read the story in **Handout 3** to the students (the story can be substituted for a locally more relevant story).

Using **Handout 1**, the questioning ladder, ask pairs to develop questions about the story in Handout 3. They should think of **one** question for each level of the ladder: basic knowledge, understanding, and analysis/opinion.

Examples:

- Level 1: What are the names of the main characters in the story?
- Level 2: Why did the tortoise fall from the sky?
- Level 3: What do you think will happen the next time the tortoise hears about a party? What is the moral of the story?



“Think again about the story and the questions you might ask. **How** might you ask questions to students? What techniques can you use? What will help you to get the best out of your students through asking questions in the classroom?”

Ask students in pairs to look at **Handout 4**. Go through the different techniques and discuss the different methods described. Provide examples using the story of the tortoise. Go through the tips at the end of the handout for ensuring that all students are included.

Emphasise the importance of giving students time to think about and formulate their answer to your question – known as ‘**wait-time**’.

3. Responding to questions effectively 🕒 40 minutes

The purpose of this activity is to learn how to respond to students’ questions effectively.



“The final thing we must consider when we use questions is how we respond to the answers our students give. The way we respond can have an impact on student motivation and achievement.”

Ask participants as a whole group:

- How does a student feel if they get the answer wrong, and the teacher scolds them or laughs at them?
- How does a student feel if they give an answer, and the teacher does not say anything at all and moves straight on with the lesson? (e.g. embarrassed, angry, unmotivated, demotivated, ignored, unchallenged).
- How can a teacher use a student’s answer to build on and extend learning? For example the teacher can ask follow-up questions such as:
 - **How and why:** How did you arrive at your answer? Why do you think that?
 - **Give an example:** Ask the students to offer an example, ask other students to add examples, or offer additional examples yourself to develop and build on knowledge.
 - **Do others agree?** Ask if others in the class agree or have a different answer based on their experience.
 - **Additional knowledge:** Ask if anyone knows anything more related to the question, or provide additional information.



“Now we are going to practise responding to student’s answers. For this activity you will work in pairs. You will take turns pretending to be the student and teacher. I will give you some sample questions for the teacher to ask. The teacher must respond to the student’s answer with follow-up questions. We will do the first example together.”

Model the following example with a volunteer, for instance.

Teacher: What is the definition of an island? I will wait for students to raise their hands. What do you think?

Student: An island is like Cyprus.

Ask participants as a whole group:

1. Did the student answer the question I asked?
2. How should I respond to the student?

They may answer: No. He gave an example of an island, Cyprus, but did not give the definition.

Model what the teacher might say next:

Teacher: Yes. That is an example of an island but what is the definition of the word? Turn to your neighbour and discuss. [After discussion] Can you think of any islands near to your home?

Ask participants to use the following questions and practice responding to students’ answers. Allow 5 minutes per question.

1. **Teacher’s question:** If you divide 13 apples equally into two groups, how many apples are left over at the end?
Student’s answer: You will have 5 apples in each group
Correct answer upon which teacher needs to base feedback: There will be 2 groups of 6 apples with 1 left over apple.
2. **Teacher’s question:** What are some differences between a dolphin and a shark?
Student’s answer: A dolphin is a mammal and a shark is a fish
Correct answer upon which teacher needs to base feedback: A dolphin is a mammal and a shark is a fish. Dolphins need air to breathe. Sharks can breathe through their gills under water.

Finish by giving out **Handout 5** and going through it with participants.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is able to explain and use different levels of questions, and open and closed questions.
- Teacher can use a variety of questioning techniques to support participation and learning.
- Teacher can respond appropriately to children's answers to questions.

Ideas for coaching

The head teacher or trainer could create a practice session for teachers on selecting and using different kinds of questions. They could also observe lessons and provide feedback on questioning.

Ideas for collaborative learning/self-study

- Teachers can practise questioning together and review each other's approaches.
- Teachers can get together to generate questions for a particular lesson and try these out. They could meet again after the lesson to share experiences on the questioning and how they responded to students' answers.

Gender responsiveness and inclusion

Ensure that both girls and boys have equal opportunity to answer questions. Are there some students that you look at for answers automatically? Try not to do that, as it signals to the rest of the class that their input is not needed.

Ensure that minority language speakers, or children with disabilities, are given plenty of opportunities to answer questions – even if that means writing or translating questions.

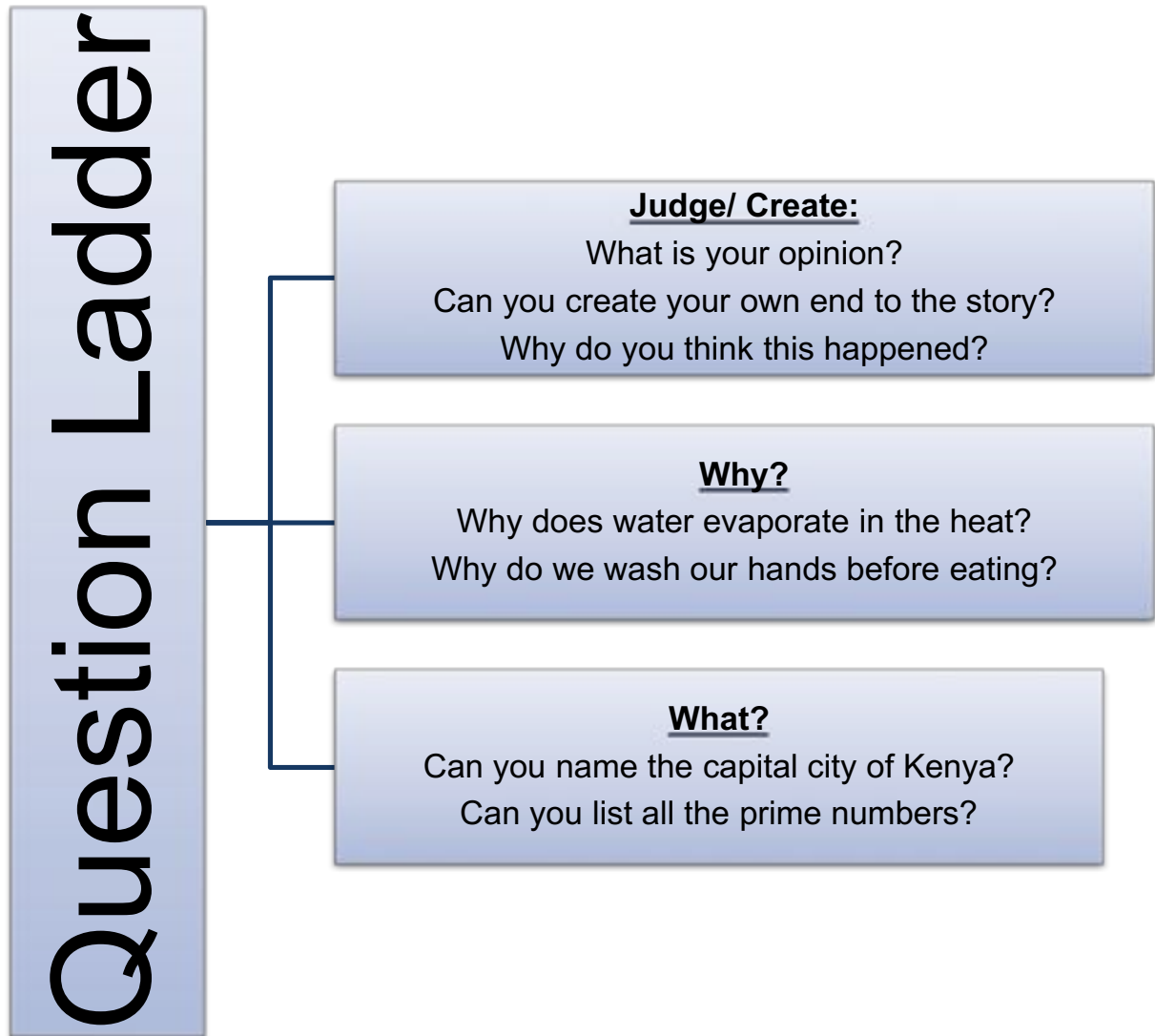
Use activities such as think-pair-share which allows children the chance to think through their answers and test them out on a peer before sharing them with the whole group. It allows all children to participate even if they are not selected from the whole class to answer a question.

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Handout 1: Questioning ladder



Handout 2: Ladder analysis

At the bottom of the ladder are questions that check students have a basic **knowledge** and understanding of a topic.

The next rung of the ladder verifies if they can explain the concepts and ideas they have learned. It is more about **understanding** and **comprehension**.

The last level makes sure that they can make a judgment about those concepts, use those ideas and express opinions. These questions demand the student to **apply, analyse** and **evaluate/judge**.

It is important to try to use **all levels** of questions in your lessons. It is therefore very useful to plan questions in advance when you are making your lesson plan.

It is also important to note that children do not have to attain one level before progressing to the next. All children in the class should have the opportunity to answer questions at any level of the ladder.

Handout 3: Story of resilience

One day there was a great wedding feast in the sky. All the birds were invited and talked excitedly about going. Tortoise heard them and longed to go. He begged his bird friends to take him with them. They agreed and carried Tortoise to the party. At the party, Tortoise ate too much. On the way back he was so heavy that the birds couldn't carry him and he fell. Tortoise's shell cracked into many pieces. Tortoise was miserable and very exposed. Tortoise could not move about and stayed away from others.

One day, Tortoise realized he could not stay alone feeling depressed for the rest of his life. He decided to start looking for the pieces of his shell. His friends also began to miss him and came to find him. They helped him to pick up the pieces and put them together.

Tortoise felt better about himself and re-joined the other animals. To this day, Tortoise has scars on his shell but he moves around as he did before the wedding feast.

Handout 4: Questioning techniques

Technique 1: “Students raise hands”

One method to check understanding is to ask students to raise their hands and select different students to answer. For example, you might say, “*Hands up if you know why Tortoise’s shell cracked*”.

The teacher can then select students to answer from those who raised their hands. The teacher can also select students who did not raise their hands to answer the question

It is usually not possible to take answers from all children who raised their hands. However, the teacher can select different boys and girls to answer from different parts of the classroom for every question asked.

To involve students who do not tend to raise their hands when questions are asked, the teacher can:

- Let one student who has raised a hand answer, and then ask one or two other students who did not raise a hand whether they agree with the answer of the first student.
- Establish a routine in the classroom where the students know that sometimes the teacher will call on students who did not raise their hands to answer the question.

“Wait-time”

It is very important to wait 5-10 seconds after asking a question. This gives students time to think and to come up with their answer. This usually leads to higher levels of student participation and achievement in the lesson.

Technique 2: ‘Whole class non-verbal response’ or ‘show me, don’t tell me’

When you want to ask a question to the whole class, ask the students to show you their answer using a physical expression.

For example, thumbs up if you agree, thumbs down if you don’t; hold up the correct number of fingers to answer the maths problem; stand up if you agree or sit down if you don’t.

You might want to follow up this instruction by saying ‘be prepared to explain your answer’. You can then choose students to explain why they did that particular action.

Example using the Tortoise story (model for participants):

Ask: Do you think it was good for Tortoise that his friends came to find him?

Say: Thumbs up if you agree, thumbs down if you don't

Ask: Can anyone say why they agreed or disagreed?

Why is this a useful technique?

- Everyone is included.
- You can see who is engaged and who is not.
- It's fun for the students.
- It's quick and easy.
- It does not increase noise level.
- It offers variety in addition to asking for 'hands up.'

Note: You can also ask the students to put their heads down on the desk as they put their thumbs up or down so that they are not influenced by their peers in answering the question.

Technique 3: Think-Pair-Share

Another strategy we are going to think about today is called Think- Pair-Share. It is a strategy we have used a lot ourselves in these modules. It is really useful with large classes as it involves all students, and it gives students plenty of thinking time.

It works like this: You pose a question to the class. You tell the students to think about it on their own for 1 minute (or however long is needed). You then ask them to discuss their ideas with their partner or the person next to them for a few more minutes. Now that students have really thought about their answers you can call on students to share their answers with the whole class. You don't even need to ask students to volunteer their answers, because you have given them plenty of time to prepare, you can ask any/all of the students.

Example using the Tortoise story (model for participants)

What do you think is the lesson from the story?

Share your thoughts with your partner and discuss

Share your thoughts with the whole class

Why is it a useful technique?

- It gives students thinking time.
- It allows students to collaborate and share their ideas.

- It builds student confidence.
- All students get a chance to come up with an answer and share it with someone even if there is not enough time to call on all children to share with the whole class.

Gender and inclusion responsiveness

The teacher should try to ask a **range** of students to answer questions.

- Call on students sitting in different parts of the classroom – front, back, middle, sides.
- Don't always ask the same student – or the strongest ones – to answer.
- Give boys and girls equal chances to answer as well as children with different backgrounds or disabilities in the classroom.

Ask yourself:

- How can I encourage a weak student to answer?
- What should I do if the same children always raise their hands to answer questions?
- What should I do if I ask a question that none of my students is able to answer?

Suggestions:

- Give time to process, give chance to discuss with partner, ask a level 1 question to build confidence.
- Ask a level 1 question to build confidence, use non-verbal response, praise the student, give chance to discuss with partner.
- Mix the way you choose children to answer. Sometimes call on children who have raised their hand, sometimes call on children who have not.
- If you ask a difficult question and none of your students is able to answer, you may consider rephrasing your question in a simpler way. Ask simpler questions that lead students' thinking towards being able to answer the more difficult question; *or* use a think-pair-share to give students the opportunity to discuss their ideas with a peer before responding in front of the whole class.

Note: It is important to ensure that whichever questioning methods we use as teachers, we must not cause embarrassment to or humiliate students. Our job is to encourage and support learning.

Handout 5: Key principles for responding to student's answers

DO

- Give students positive feedback and encouragement.
- Use both closed and open questions.
- Build on students' answers with responses such as 'Why do you think that is true?' or 'Can you give me an example of that?'
- Ask questions to many different students.
- Give students time to think about their answers and ideas before calling on a student to answer your question (wait-time).
- Give hints, use a visual aid or ask other children to help if a student answers incorrectly.

DO NOT

- Embarrass students if they get the answer wrong.
- Ask questions to only certain children.
- Always ask the same types of questions (such as 'closed' ones).
- Ask questions in a threatening way (such as shouting).
- Ignore children's answers.



12. Use pairs or groups

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Select when to use group or pair work with your class (NTCF 2.3)
- Use both group and pair work to good effect (NTCF 2.3)

Materials needed

- Flipchart paper

- Pens
- Blackboard / whiteboard prepared with instructions
- Post-its/small paper pieces.
- Handouts
- Prepared flipcharts of handouts

Information to share with participants during this session

Knowing when to use individual work, pair or group work in the classroom is an important skill for teachers. It is also important to be able to use each to good effect to ensure the participation and learning of all children in the class.

Working collaboratively in pairs or in groups can be an effective way of motivating students, of encouraging cooperation and learning from each other. It can also ensure everyone participates in the lesson and can deepen their understanding. For the groups, it is recommended that the maximum number of students to be six. Changing your lesson from whole class to pairs and/or group work changes the pace of the lesson and makes it more varied for the students. It moves the lesson away from being solely teacher-led to more child-centred. Learning cooperatively, when well managed, helps children's personal and social development. Groups and pairs can be managed to help children who do not speak the school language to understand better.

Planning for group and pair work ensures children's learning benefits from their participation. Group and pair-work can be noisy and the teacher must be very clear about how it is to work. They need to communicate this to the students to avoid losing control of the lesson. Setting clear time limits, giving instructions and ground-rules, highlighting signals for starting and finishing, moving around the class to monitor progress, assigning roles to group members, and considering classroom lay-out can all help the teacher to use these methods to achieve the intended learning outcomes.

Group work and pair work have similar advantages and disadvantages, but they are not the same. The teacher needs to know when to use each to best effect to ensure they are useful to children's learning. Teachers should always reflect at the end of the lesson on what worked well with the groups and pairs, and what would need to be changed the next time. An experienced teacher will use a mixture of whole class, individual, pair and group learning to provide the best learning experience.

Activities

1. Pair and group work: Benefits and challenges 🕒 50 mins

This activity has a dual purpose. Firstly, participants will identify the benefits and challenges of using pair and group work. Secondly, they will experience the activity through participation in individual, pair and group work.

Give participants a small piece of paper or a post-it note to write on.

Individually

Ask participants to think for 5 minutes and write down what they think might be the **benefits** of using pair work and group work in addition to whole-class teaching.

Pairs

Ask participants to turn to the person sitting next to them and share:

- a) what they wrote on their paper;
- b) any experience they have of using pair and group work in the classroom, and what the achievements and challenges were.

Groups

Ask each pair to join with another pair to make a group of 4 and listen to each other's ideas and experience. Each person should share their partner's ideas and experiences with the other group members.

Give each group with **Handout 1**.

Ask the groups to put a tick beside any benefits and challenges that they had mentioned in their pair and group discussions.

Examples:

	Benefits	Challenges
Pair-work in the lesson	All children participate	Difficult to monitor all pairs
Group-work in the lesson	Students learn from each other	It is very noisy

In plenary

- **Ask** the groups if there is anything on the handout that they had not identified, and what is new.

- **Ask** the groups if they had identified anything that is not on the handout

Take a few comments or questions from participants, and one or two different experiences of using pair or group work.

Say “We have just moved from individual to pair to group work ourselves in this session. What was your experience of working:

- Individually?
- then in pairs?
- then in groups?”
- How does your own experience compare with the benefits and challenges you identified in the session? What would help address the challenges?

2. When to use pairs and when to use groups 🕒 20 mins

The purpose of this activity is to understand better **when** to use group and pair work, and to produce a list of key **actions** that a teacher can take to ensure that group work is well prepared, managed and delivered.

Say “An experienced teacher will mix whole class teaching, individual, pair and group work during a lesson to enhance participation and learning. With more teaching experience a teacher will become very skilled at knowing when best to use each method, and how to use each to best effect”.

“It is commonly thought that using group work in the classroom is the way to promote active learning and create a learner-friendly environment. But as has been seen in the first activity, if group work is not well prepared and well managed, it could in fact do the opposite. Successful group work is, therefore, not an easy classroom management option. It demands a lot of skill on the part of teachers”.

Ask: When might teachers choose **not** to do group work and use pair work instead?

Collect answers on flipchart. Possible answers include:

- With large classes if teachers do not feel confident.
- When there is no space for groups to work and the teacher to supervise.
- When teachers feel that lesson time is too limited to facilitate group work.
- When the teacher wants **every** pupil to engage with the content.
- When the teacher feels that doing group work will not help achieve the lesson objectives.

3. Practical actions to support pair and group work 🕒 50 mins

The purpose of this activity is to identify **key actions** that teachers can take to make sure that group work and pair work encourage participation and learning.

Ask participants to work in their groups and brainstorm on the **group work** challenges indicated in **Handout 1**.

Ask:

- What would most help to address each of the challenges identified?
- What practical steps can a teacher take to make group work successful?

Ask participants to consider:

- How a teacher can manage group work even with large class sizes?
- How a teacher can manage group work even when time and space are limited?

Ask each group to work with a piece of flipchart paper to produce a **poster summarising guidelines for group work**.

The poster should provide no more than 10 bullet points of **practical steps** a teacher can take to ensure that group work is well managed for better learning of all children in the class. Example:

Poster Guide

For group work the teacher should:

-
-
-

To manage group work with large classes and limited space the teacher can:

-
-
-

Ask the groups to hang their posters on the wall and let the other groups do a gallery walk to read all of the posters.

Ask in plenary while participants are looking at the posters:

- Are there any major differences between the posters? Anything your group missed?
- Would we use the same guidelines for pair work?
- Can we add any other ideas to be more inclusive? (see Gender and Inclusion box below).

Add your own poster to the wall (prepared in advance – see **Handout 2**) and let participants read it. Did they cover some of the tips shown on your poster? Go through the checklist to ensure that all participants understand them.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can explain the benefits and challenges associated with the use of pair or group work in the classroom.
- Teacher is able to select when best to use each method.
- Teacher is able to set up and manage pair and group work as relevant considering the context and to best suit the learners.

Ideas for coaching

The head teacher or trainer can follow up by finding opportunities for participants to practise setting up and managing pair and group work. This could be either through peer teaching sessions or through direct practice in the classroom and observing colleagues who do this well/successfully. The practical actions list can be used as 'indicators' of good practice.

Ideas for collaborative learning/self-study

- Teachers can observe each other's lessons to observe different practices for using a mixture of whole class, individual, pair and group learning.
- Teachers can be given opportunities to discuss challenges and achievements, to help them develop skills, and they can be encouraged to add to them through trial, error and learning.
- Teachers can ask students about their experience of working in groups and pairs.

Gender responsiveness and inclusion

Consider gender and inclusion when setting up pair and group work to ensure that every student is comfortable working in the pair or the group. Use mixed and single-sex groups.

If groups are mixed, consider gender. Are boys participating only? Or girls only? Are any girls or boys not participating at all? Discuss with the students how everyone can be encouraged and supported to participate.

With hearing impaired children, encourage other children to use sign language or drawing during the discussion where possible. Also encourage those groups to write group questions and answers back and forth.

For visually impaired children, make sure that someone in their group is writing down what they say, and can read aloud anything that others have written down.

Make sure that all group and pair work is done in children's mother tongue to maximise children's engagement and understanding of the topic (unless you want

them to practice specific pieces of second language). If some children do not speak the language used in school well, group them with children who have good language skills in first and second languages. Ask these children to translate.

To make sure that all children are participating well in pair and group work, walk around frequently and help groups that may be struggling, or where you can see that some children are not engaged. For large classes, you could organise an older student, teaching assistant or community member to do this.

References

The following sources were used in compiling this module:

- Centre for Teaching Excellence “Implementing group work in the classroom”. Available at: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom>
- Hattie, J. (1999) “Influences on student learning”. Inaugural Lecture: Professor of Education, August 2, 1999, University of Auckland
- TiCCWG (2016) “Training Pack for Primary School Teachers in Crisis Contexts” Module 3: Pedagogy. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts

Handout 1

	Benefits	Challenges
Pair work in the lesson	All children participate	Difficult for teacher to monitor all pairs
	Maximises participation/speaking time as only two students	Very noisy
	Develops communication skills	Students may not be talking about the task set
	Quick and easy to set up	Student may not like their partner - conflict
	Motivating, fun	Some pairs may finish early and get distracted
	Encourages learner independence	Students may always be paired with the same person
	Encourages cooperation	Students may get bored if asked to pair too often
	Does not require much movement of students, desks, chairs	
Group work in the lesson	Changes pace of lesson, less boring	
	Students learn to solve problems	It is very noisy
	Students interact with peers – develops communication skills	Some children may not participate and this may go unnoticed – individual speaking time may be limited
	Motivates students – it's fun	Controlling the class may be more difficult
	Encourages learner independence	Takes up a lot of time to execute well
	Children learn how to lead and be led by someone other than the teacher	Needs organisation to get students into groups
	Encourages cooperation and team-work	Can lead to conflict if groups not well supervised
	Changes pace of the lesson, less boring	Some groups may finish earlier than others
Student centred and not teacher centred	Some children may leave the work to others	
Deepens understanding of topic	Requires conducive classroom environment for set-up	

Handout 2:

What does a teacher need to do to make group work successful?

	Checklist	
1	Plan how to divide students into groups: e.g. by counting off numbers, by proximity, by ability (mixed), by friendship, by language (poor and good skills together).	
2	Be responsive to gender and inclusion issues in group set-up. Organise for the participation of everyone.	
3	Plan numbers of groups, group size and how they will be physically arranged in the classroom.	
4	Be sure students know what is going to happen and where they will go before you split them into groups.	
5	Explain the objectives of the group work clearly to the student.	
6	Communicate clearly expectations for the work and for behaviour and reinforce these often.	
7	Give very clear instructions on the group task.	
8	Let the students ask any questions about the instructions.	
9	Set up a hand signal which will communicate to groups when to stop working.	
10	Set the time for the group activity and remind groups regularly how much time is left.	
11	Move around the class and monitor the groups, check all are participating, make your presence felt without disturbing the work.	
12	Accept that there will be more noise than usual but don't allow shouting.	
13	Prepare a simple extension task for groups which finish earlier than others. Check that they finished the first task correctly.	
14	Plan how groups will feedback on the task to you e.g. answer a question, present their work, perform, hand in their work.	
15	Consider gender and inclusion when setting pair and group work up to ensure that every student is comfortable working in the pair or the group. In some contexts working in single sex groups may work best.	

Ideas for managing group work in large classes with limited space

	Checklist	
1	Establish agreed group working rules in the classroom which become routine and minimise repeated explanation	
2	Group students by proximity (near to each other), but do try other methods to avoid students constantly working with the same group. Counting off is the next easiest option, giving time for students to move.	
3	Establish a 'grouping timetable' at the beginning of term highlighting when and how groupings will change at different times	
4	Give students roles to play within the group so that all members are participating and focused (e.g. secretary, observer, writer, presenter)	
5	Be strict with timing and very clear with instructions before setting groups off	
6	Move around the classroom to monitor and supervise groups as they work	
7	Organise for an older student or community member to act as a classroom assistant to help manage the group activities	
8	Use pre-established hand signals to stop discussion and listen to the teacher	
9	Maintain the pace of the lesson – don't leave groups for long with nothing to do	



13. Use activities

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Explain the importance of using a range of activities in the classroom to support learning (NTCF 3.3)
- Use a range of activities in the classroom (NTCF 3.3)

- Select and adapt activities for different lessons and learners (NTCF 3.3)

Materials needed

- Flipchart paper
- Pens
- Blackboard/whiteboard prepared with instructions
- White/blackboard and pens/chalk, eraser
- Handouts

Information to share with participants during this session

Using a range of activities to deliver a lesson can engage students more and deepen their understanding of new concepts and information. The teacher needs to be able to select the most appropriate activities and deliver them well.

Activities should be selected to promote student understanding of the lesson and with the different learners and different learning styles in mind. With experience, teachers will be able to select the best activities to support their lesson and their learners.

Activities may differ according to whether the content is a skill or whether it is knowledge. For example, if a skill is to be learned the teacher should choose activities which provide demonstration and practice for students. If it is knowledge, activities which help children to discuss, to debate, to explore, to remember and to tell may be chosen.

A good teacher will also carefully consider which activity suits the age, ability, learning needs and interests of their students. They will select the best activities to achieve the learning goals. Activities teachers can use include games, story-telling, songs, poems, debate, movement, demonstrations, role-play, and brainstorming, amongst others.

This session will provide teachers with practice of some of the most common activities used by teachers in the primary classroom.

Activities

1. Reflect 🕒 15 mins

The purpose of this activity is to enable participants to articulate the importance of using a range of different activities in the classroom to support children's learning.

Think-Pair-Share

Ask students to work with the person next to them.



“Think about your life and about times when you have learned something very well. It might be at school, or at another time in your life. Try to identify what it was that really helped you to learn. Share this with your partner.”

Ask a few pairs to describe their partner's experience to the whole group. What helped them to learn?

Ask the pairs why they think it is important for teachers to use different activities to support learning in the classroom? Take a few answers. Check that the following are all mentioned.

- Because children learn differently and at different rates.
- A variety of styles allows each learner to learn in a way most suitable to him/her.
- It avoids boredom and creates 'pace' in the lesson which keeps it interesting.
- Because active learning is important for people to 'internalise' learning and new skills.
- Because without appropriate demonstration and practice activities, 'doing' skills will be difficult to learn, for example tying a knot.

Ask participants which activities they already use in their classrooms. Write these on flipchart.

2. Activities to practise 🕒 60 mins

The purpose of this activity is to provide teachers with a range of activities which they can use effectively in their lessons.



“We are going to work in 6 groups of no more than 5 people. Each group is going to plan and teach part of a lesson for Grade 3 students on **Handwashing for Better Hygiene**. Handwashing requires both knowledge and skill on the part of the student. Each group will

receive a card which will provide some guidance on the activities to be used and will then plan their activity. Groups will then have a chance to ‘teach’ their activity and conduct some analysis of the methods used”.

Give each group a card from **Handout 1** and allow them 10 minutes to prepare their part-lesson. It is not a whole lesson – just one activity on handwashing. Then allow groups 10 minutes to teach their lesson.

After each group has taught their activity, ask in plenary **which key methods** were used to support the explanation on handwashing (e.g. demonstration, verbal explanation, story, song, brainstorm/mind-map, group-work, pair-work, game, problem-solving, role-play).

Ask participants which activities they would choose if this were a **Grade 1** class. Why? Which might better suit **Grade 6** and why?

Ask if the activities could include, or be adapted to include, all children in the class. How?

Refer participants to **Handout 2** which they should keep as a ‘tool-box’ of basic explanation/teaching methods.

3. Planning and action 🕒 45 mins

The purpose of this activity is for participants to think how they will apply these new activities in their own classrooms.



Go to: Module called **Plan and sequence your lesson** for supporting information and activities.



“Think about one lesson that you teach often or that you are planning to teach soon. Which activities would best support that lesson? Choose **2** activities just practised in this session. Write an action plan to explain how you will use each strategy in your lesson. Use the following format”:

Action	Name of activity: (e.g. roleplay)
Plan	Name of lesson topic:
1	How will you use this activity?
	What challenges might there be and how will you overcome these?
	Why do you think this activity will help you deliver the lesson?

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is able to explain the importance of using a range of activities to support learning.
- Teacher uses different activities in the classroom to deliver lessons.
- Teacher is able to select the most appropriate activity to relay the content to the learners in the classroom.

Ideas for coaching

The head teacher or trainer could make time to provide additional useful activities for the teachers. They could also encourage other teachers to share activities that they find useful, and they could observe lessons and activities to supervise and provide support.

Ideas for collaborative learning/self-study

- Teachers can observe each other's lessons to learn more about using these activities.
- They can discuss using activities with their peers and share how they have adapted activities from this session for their own lessons. How have the activities worked for different learners?

Gender responsiveness and inclusion

- Are both boys and girls likely to be comfortable with the activities? Think how each activity might impact on girls and boys, and children with disability.
- Plan as necessary to adapt the activity or select a different one.
- Ensure that the activities avoid excluding anyone and maximise participation.

References

The following sources were used in compiling this module:

- TiCCWG (2016) "Training Pack for Primary School Teachers in Crisis Contexts" Module 3: Pedagogy. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts
- <https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>

Handout 1

Activity cards: Handwashing for better hygiene

Group 1

Think-Pair-Share and Demonstration

You will:

- a) Introduce the activity.
- b) Think-Pair-Share: Ask the participants to work in pairs and show each other how they wash their hands very well. Select one pair to demonstrate their method.
- c) Emphasise the importance of hand-washing and when it is particularly important.
- d) Demonstrate and at the same time describe to the class how best to wash your hands to ensure they are clean.
- e) Let the students work again in **pairs** to practise handwashing. One should observe and comment and then the other.
- f) Move around the class and provide support.
- g) Praise the students and finish the activity.
- h) Finish by asking the students to come up with 5 KEY statements about handwashing for everyone to remember.

Group 2

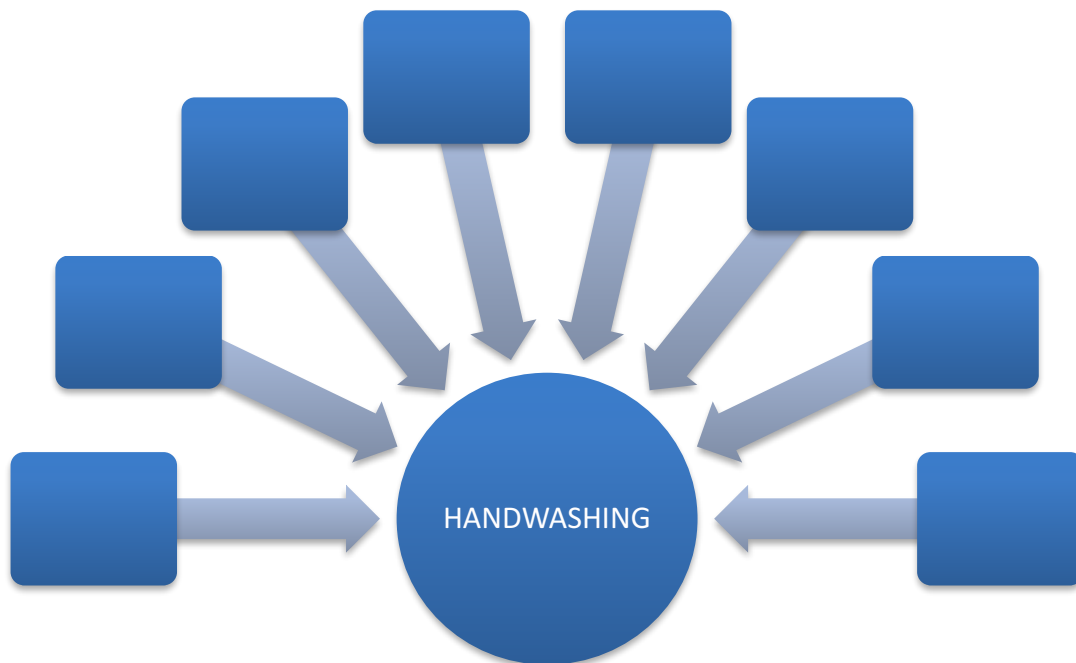
Song or chant

- a) Introduce the topic.
- b) Find out what children already know about the importance of handwashing and how to do it.
- c) Emphasise/add to what the children have said.
- d) Tell the students they have to sing a **song** or **chant** about handwashing.
- e) The song or chant should convey the importance of hand washing and how to do it.
- f) It could start for example with, "*this is the way we wash our hands.....*" or other.
- g) Give the groups 5 minutes to prepare and then listen to the song/chant.
- h) Praise the class to finish and ask what the message of the song or chant was.

Group 3

Brainstorm and poster

- a) Introduce the activity.
- b) Say we are going to **brainstorm** to find out what we already know about handwashing.
- c) Explain that brainstorming means writing down as many things as they can about hand-washing in a short space of time.
- d) Draw the diagram (or similar) below on the blackboard and ask the groups to copy it onto flipchart paper (or if time is short, then give them a pre-prepared flipchart).
- e) Instruct the group to brainstorm on handwashing: what do they know about it? Why? How? When? and write their answers on the diagram.
- f) Ask group to present their brainstorm diagram. Add anything missing.
- g) Let the group make finishing touches to their diagram and hang it as a poster on the wall.



Group 4

Story

- a) Welcome the students to the class and introduce the topic.
- b) Tell the class that you are going to tell a **story** about a boy and hygiene.
- c) Check that all students are ready to listen and can hear you well.
- d) Write on the blackboard: **What do you think is the problem? What needs to happen to resolve the issue?**
- e) Read the story which accompanies this handout (below).
- f) When you are finished reading, refer the students to the questions on the blackboard.
- g) Take answers from the students, ensuring that you hear from both girls and boys.

Story

Khalli rises very early in the morning to let the goats out of the shed and clean up after them. He then has to walk a long distance from his home to school and the sun is very hot. He sometimes gets teased because he arrives dusty, dirty and sweaty from the walk and is not as clean as other children. The water point in the school has stopped working well of late and children are limited to very small amounts of water, for drinking only. There is no opportunity for Khalli to clean himself up when he gets to school and he feels ashamed.

Unfortunately, the nice new toilet blocks provided by the community are also not in good condition. They have not been well maintained and they are now full of flies, so Khalli prefers to just go in the bush when he thinks the teachers are not looking. The bush area is also now very dirty, but at least it is not enclosed like the toilet blocks. The children in Khalli's class all eat the lunch provided at school.

In the last two weeks, Khalli has been ill a few times, both at school and at home. He is not the only one getting sick, though he always seems to be worse than the others. He overheard the teachers discussing what could be the cause of the illness in the school, and his parents are also concerned. He thinks he might know the reason but is a bit too shy to speak up.

Group 5

Game

- a) Introduce the topic of handwashing as part of your hygiene lesson.
- b) Write on the blackboard the words WHY? WHEN? HOW?
- c) Tell the students that they are going to play a game which will highlight what we already know about handwashing for better hygiene.
- d) Give the students an object such as a stone or a stick, a pen, or a piece of chalk to pass around.
- e) Explain that you will begin to clap continuously and the students should pass the object around the group.
- f) When you stop clapping whoever has the object in their hands must say one important thing about handwashing. It can be about WHY we should do it, HOW we should do it OR WHEN we should do it.
- g) Play for 5 minutes and then collect some of the answers on flipchart.
- h) Praise the students for their participation.
- i) Ask them if they feel anything is missing from the list and add as necessary.
- j) Sum up the activity by emphasising important points made and any you need to add.

Group 6

Role-play/drama

- a) Introduce the lesson topic of handwashing for better hygiene.
- b) Explain to the class that they are going to develop a short **role-play** to highlight the importance of handwashing.
- c) Give the students group the following instructions:
 - A role-play is a short drama.
 - Develop a short drama (5 minutes) about handwashing.
 - Your role play should highlight the risks of not washing hands and should highlight how to do it properly.
 - Assign different characters to each group member, for example, a child, mother, father, brother, sister, teacher, friend, and plan the story/drama.
- d) Let group present their drama.
- e) Collect on flipchart the key messages from the role-play, for example, *'handwashing helps us to avoid illness'*.

Handout 2: Activities toolkit

Strategy	Strengths	Practical tips
Demonstration	Stimulates interest and engagement with a topic, brings topics to life, appeals to a wide range of students. Critical in learning how to 'do' something, where explanation/lecture is not adequate.	<ul style="list-style-type: none"> • Demonstrate clearly. • Do the demonstration in stages so that children learn bit by bit. • Use it particularly with 'doing' skills to show 'how to'.
Brainstorm	Allows students to participate actively and not worry about saying the 'wrong' answer; generates lots of ideas and answers quickly on a topic; students quickly hear and learn new ideas/concepts and information; it's fun as an activity and arouses student interest; develops communication and participation skills.	<ul style="list-style-type: none"> • Give clear instructions, start and stop signals. • Plan how to collect all the ideas generated. • Plan how to draw out the key points from many and leave aside those not useful. • Move around the classroom.
Story-telling	Students enjoy listening to stories and they stimulate thinking and interest; they also allow students to develop communication skills, deepen their understanding of a topic, and incorporate their culture into the classroom.	<ul style="list-style-type: none"> • Read the story slowly and clearly. • Ensure all children can hear / take part. • Think about whether the story is enough and whether any demonstration or practise may also be needed (e.g. if practical skill like handwashing).
Group work	Allows students to actively and creatively engage with a topic when well managed; deepen their understanding of a topic; develops communication and team building skills	<ul style="list-style-type: none"> • Plan your group work including how to break the class into groups (e.g. counting off, proximity). • Set clear expectations for behaviour and work. • Give roles to group members. • Move around the classroom and ensure that all are engaged.
Pair work	Allows students to actively engage with a topic; can make learners feel supported as they work and answer together; easier to	<ul style="list-style-type: none"> • Give clear instructions. • Use a hand signal to stop work as it can get noisy.

	organise and sometimes more effective than group work, depending on classroom space, layout, environment.	
Role-play	Allows students to actively and creatively engage with a topic, to deepen their understanding of a topic, and to practice new skills.	<ul style="list-style-type: none"> • Give very clear instructions. • If necessary develop a simple script and provide it to the students (depending on age/ability/maturity etc). • Give clear time limits. • Maintain a presence to respond quickly to any confusion or conflict.
Games	Games are engaging and exciting for students. They are also a useful way to practice and revise topics, they encourage positive competition, and they develop communication skills.	<ul style="list-style-type: none"> • Ensure that the game helps to put the content across. • Monitor to ensure that all children are participating.
Song/chant	Students enjoy singing and chanting and this can be a good way of delivering lesson content to younger students in particular.	<ul style="list-style-type: none"> • Suggest to students that they put words to a song or chant they already know. • Keep it simple. • Let them add movements if it helps with content e.g. <i>'this is the way we wash our hands.....WITH actions.</i>
Poster/drawing	Students enjoy drawing and producing posters. Allows time for students to engage with the content and think about how it can be best presented for others. Promotes creative ways of learning and independent learning.	<ul style="list-style-type: none"> • Before assigning drawing or poster activities think about whether the content can actually be communicated using these methods. If not avoid them. If yes they can be very useful!



14. Use differentiation for mixed-ability classes

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Recognise why and when differentiation is required (NTCF 3.3)
- Know and use various differentiation strategies (NTCF 3.3)
- Apply differentiation strategies to lesson content and tasks (NTCF 3.3)

Materials needed

- Flipchart paper
- Pens
- Seven resources
- White/blackboard and pens/chalk, eraser
- Handouts
- Facilitator's notes

Information to share with participants during this session

Differentiation means ensuring that all teaching practices support different abilities and needs.

Good teachers aim for the best possible outcomes for every student in their group. This means that lessons should be challenging to a certain extent rather than just an opportunity for students to 'do their best'.¹ A good teacher ensures that **all** students in their class participate and achieve. They will recognise that students are individuals – some learn slower or faster, others have skills or needs that others don't. They all learn differently and may need different types of support. Others have different background, interests and needs. The best outcome for one student may not be the same for another. The standard curriculum is in place for an 'average' student and needs to be adapted to different learners.

Teaching effectively in such an environment can be overwhelming for teachers. It is common to see teachers presenting a basic lesson ('single-delivery') and expecting all students to learn and understand. However, our recognition of human rights and the right to education means that more teachers are making their teaching appropriate for all of the different learners.

With a 'single delivery' lesson, some students will benefit, some will be held back and others will feel too pressured. Differentiation usually involves teaching the same content but in multiple different ways or levels that address students' needs. It does not need to take extra time and actually benefits all students by improving understanding for everyone. There are common differentiation strategies that can be used, even though every classroom and individual learner is different. These strategies are effective in classes with many students, with students of different ages and abilities, and with students from different language backgrounds.

Some important steps for differentiation are covered in more in depth in other modules. Knowing your students is the first step (see the modules on 'Know and include all your learners' and 'Know your learners' families and communities'). Differentiation must be based on knowing students' current level, their learning preferences and interests, as well as their background, abilities or needs. Differentiation is also planned to respond to gaps in student knowledge and ongoing feedback from students during lessons (see the module called 'Assess student learning').

Differentiation is applied to three different parts of teaching:

1. Content – what is taught;
2. Process – how it is taught;
3. Product – how it is assessed.

¹ Hattie, J. (1999). Influences on student learning. Paper presented at the Inaugural Lecture: Professor of Education, August 2, 1999, University of Auckland. P.13

The standard teaching approach can be varied in different ways:

- Change the amount (reduce or increase);
- Change the complexity (simplify or complicate);
- Change the format (modify for accessibility);
- Change the approach entirely (replace with an alternative).

Lesson planning and differentiation

If differentiation is made part of planning, significantly extra time should not be needed for planning.

Activities

1. Connect the dots 🕒 10 mins

The purpose of this activity is to recognise why differentiation might be needed in the classroom.

Distribute **Handout 1**.



“You have 3 minutes to try to connect all the 9 dots using only 4 straight, continuous lines. If you finish early, try again using only 3 lines. Then, help the people around you.”

If you see participants struggling, go over to them and give them a clue. Encourage those who complete the challenge and also those who are trying really hard. See **Facilitator’s note 1** for solutions.

Ask:

- How did it feel to finish first?
- When faced with a task too easy, how do you feel?
- How did you feel seeing others finish before you?
- When faced with a task too difficult how do you feel?
- What can we learn about differentiation from this activity?

Example answers: People achieve things at different speeds. People have different abilities and strengths.

If not mentioned by participants, point out: Those who finished early were given an extension activity to challenge them and keep them engaged. Those who found it more challenging were given extra support from others, or clues from the facilitator. These are examples of differentiation.



“The box created by the dots can be understood to represent a classroom of students. To be completed correctly, the line went outside of the box. We may need to think creatively (‘outside of the box’, or beyond standard teaching approaches) to ensure that all students understand and learn.”

2. Story of differentiation 🕒 40 mins

The purpose of this activity is to practise recognising differentiation.

Read **Facilitator's note 2** aloud. Pause each time an example of differentiation arises and explain what is happening and how each example represents differentiation.

Compile all the instances of differentiation on a flipchart.

Present **Handout 2**.

Ask participants to work in groups of 3 people. They should discuss each instance of differentiation noted in **Facilitator's note 2**, considering:

- What part of teaching was differentiated (**Handout 2** section A)
- What type of differentiation it was (**Handout 2** section B)
- Students with which characteristics might benefit from this differentiation (**Handout 2** section C)?

3. Student characteristics 🕒 30 mins

The purpose of this activity is to consider what types of differentiation various students might need.

Using section C of **Handout 2**, on a flipchart brainstorm in plenary the types of differentiation that each student may benefit from. Use section B of **Handout 2** if needed to remind participants of the types of differentiation.



"These were general characteristics. We all know that each of our students is a unique individual. [Think – Pair – Share task] Work in pairs for 5 minutes to write a list of methods you could use to get to know each of your students well enough so that you can plan differentiation for them."

Example answers: Get to know their families, build relationships with students, observe, ask questions, quizzes, ability grouping list, tests/assessments, marking work.

Compile all the ideas from the pairs onto one flipchart.

Distribute **Handout 3** containing a suggestion of a chart a teacher could use to keep track of student differentiation needs.

4. Card shuffle 🕒 30 mins

The purpose of this activity is practise differentiating a lesson or task.

Count off participants into groups of 6 people. Write a basic lesson task on the whiteboard:

- Option 1: ask a participant for a task taught in their class recently;
- Option 2: pre-prepare a task chosen from the curriculum used by the participants;
- Option 3: use any common lesson task (e.g. classification of fruits and vegetables, drawing geometric shapes, reading a poem).

Instruct each group to shuffle and deal out the 6 cards (**Facilitator's note 1**). According to their card each participant should suggest a way that the task could be differentiated. Re-deal the cards and repeat the activity with another lesson task. Continue for 30 minutes.

Provide **Handout 4** as a toolkit and self-study resource for some strategies that are particularly useful for differentiating in larger classrooms.

5. Reflection 🕒 10 mins

The purpose of this activity is to consider emotional impacts of differentiation.



“There is one last crucial question to consider. How can we differentiate lessons without damaging student confidence and self-esteem?”

Ask participants to discuss the question in pairs.

Example answers:

- Praise progress;
- Praise effort;
- Praise positive behaviour;
- Use different types of grouping;
- Recognize strengths and weaknesses in different areas;
- Give opportunities for success.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can identify which students need differentiation.
- Teacher is able to select the appropriate type of differentiation.
- Teacher is able to plan and implement differentiation for a lesson.

Ideas for coaching

Support teachers in preparing a list of the student characteristics within their classroom. Review a lesson with the teacher identifying planned and spontaneous differentiation and opportunities for further differentiation.

Ideas for collaborative learning

- Teachers can plan with their peers for differentiation.
- Teachers can observe the lesson of another teacher to get more ideas for differentiation.
- Teachers can ask students about different teaching approaches and how they make them feel, and discover what they enjoy the most/least.

Gender responsiveness

Consider gender when grouping students, especially if there are more boys than girls (or vice versa) in a lower level group. Consider avoiding ability grouping if there is a clear gender imbalance. However, the teacher should explain some of the gender issues like areas where both gender are included and where one gender is included for example use of toilets and group discussions in the class.

Inclusiveness

Differentiation is one of the strategies that can most benefit students with disabilities. However, self-esteem must be carefully considered. Those with disabilities or different backgrounds may be very aware of their differences. The intention of differentiation is to ensure full participation and achievement, but at the same time we must avoid segregation within the classroom.

If some students cannot take part in an activity, quietly give them an alternative. For example, if there is a reading activity taking place and a visually impaired student does not have a Braille version of the text, ask another student to quietly read them the text. If a student with learning disabilities cannot engage with a maths exercise, set them a simpler exercise at a more basic level of the topic.



Go to 'Assess student learning' module for ideas on how to reflect differentiation in assessment.

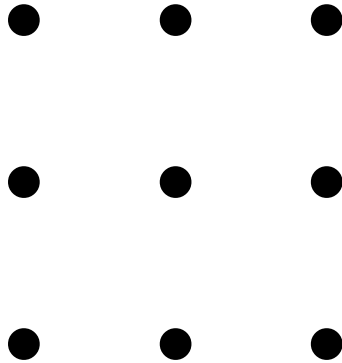
References

The following sources were used in compiling this module:

- Hattie, J. (1999). "Influences on student learning". Paper presented at the Inaugural Lecture: Professor of Education, August 2, 1999, University of Auckland.
- TiCCWG (2016) "Training Pack for Primary School Teachers in Crisis Contexts" Module 3: Pedagogy. Teachers in Crisis Contexts Working Group. Available at: www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts
- Bourgonje, P. and Tromp, R. (2011). "Quality educators: An international study of teacher competences and standards". Brussels: Education International.
- Danielson, C. (2011). "Enhancing professional practice: A framework for teaching" (2nd ed.). Alexandria, VA: ASCD.

Handout 1: Connect the dots

Connect all 9 dots using 4 straight lines and without taking the pen off the paper



Handout 2

A: Differentiation is applied to three different parts of teaching

1. Content – what is taught
2. Process – how it is taught
3. Product – how it is assessed

B: The standard teaching approach can be varied in different ways

Change the: Amount	<i>reduce or increase</i>
<p>Examples:</p> <p>Shorter/longer</p> <p>More/less time given</p> <p>Fewer/more questions on a quiz</p> <p>Extra/less time to complete task</p> <p>Additional/fewer tasks given</p> <p>Less/more content covered</p> <p>Less/more expectation of number of words in a written response</p>	

Change the: Complexity	<i>simplify or complicate</i>
<p>Examples:</p> <p>Focus on one aspect of the lesson topic OR</p> <p>Focus on the lesson topic and its relationship with a larger topic</p> <p>Reduce the concept to visual images OR expand the concept with increased vocabulary</p> <p>Use more basic vocabulary with definitions OR introduce more rich vocabulary</p>	

Change the: Format	<i>modify for accessibility</i>
<p>Examples:</p> <p>Supported access</p> <p>Resources to support access</p> <p>Change procedures or settings to support access</p> <p>Alternative presentation</p> <p>Different language formats</p> <p>Audio versions</p> <p>Large text</p> <p>Visual formats</p> <p>Support teacher/aide</p> <p>Computer reader</p> <p>Different setting</p>	

Change the: Approach entirely	<i>replace with an alternative</i>
<p>Examples:</p> <p>Different lesson</p> <p>Different topic</p> <p>Different teaching</p> <p>Different assessment</p>	

C: Differentiation can benefit many (examples)

Children with physical impairment	Children with intellectual impairment
Children from different language backgrounds	Children with poor health
Very talented in one or more subject areas	Over-aged students
Above normal mental capabilities	Struggles in one or more subject area
Child with albinism	Child with hearing impairment
Child with concentration difficulties	Withdrawn or shy child

Handout 3: Differentiation monitoring chart

Which of my students?	Name of students
Need to be challenged	
Make good peer mentors	
Need more support	
Need more confidence	
Prefer learning by seeing	
Prefer hands-on learning	
Prefer learning by listening	
Work well together	

Handout 4: Large class differentiation methods

Ability level adaptations

When teachers make an effort to teach all ability levels in class, students are more likely to stay engaged and master new materials and skills. High ability students need a challenge so that they do not get bored and become disengaged. Lower ability students need extra support so they don't fall behind and become discouraged. The most effective way to do this is to plan three levels for each task in the lesson plan.

High	<ul style="list-style-type: none"> • Provide students with extension or challenge activities. • Use students as peer mentors. • Mini lessons by interest.
Medium	<ul style="list-style-type: none"> • Provide students with an extension activity if they finish early.
Low	<ul style="list-style-type: none"> • Provide several examples. • Provide step by step instructions. • Vocabulary support in student's first language. • Use student as a mentor. • Mini lessons to catch students up with their peers.

Differentiated formats

Students have different preferences, interests, and needs. When teachers make an effort to present lessons in varying formats, more of the students are likely to stay actively engaged and master new material and skills. You can try to include a range of activities in the lesson so that all students are engaged, or you can give different students different types of work according their preference, interest or need.

See	Visuals, wall displays, posters Flash cards, graphic organizers, cycles, flow charts, mind maps, story boards (oversized comic strip), student illustrations, organize with colours
Hear	Audio tapes, videos, storytelling, music, Rhyming Group work, debates, interviews,

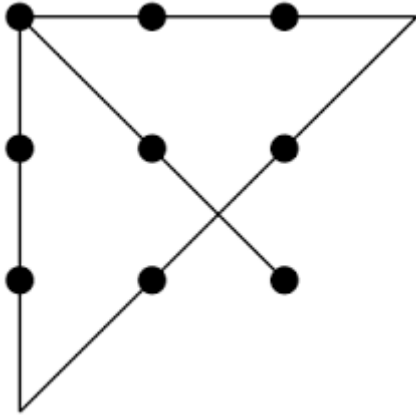
	presentations
Movement	Physical representations, hand motions Competitions, board games, role plays, intersperse activities that require students to sit quietly with activities that allow students to move around and be active
Do	Guided notes, graphic organizers, Manipulatives Note taking, manipulatives, practice, writing assignments

Grouping

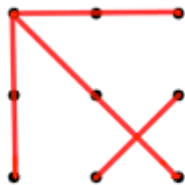
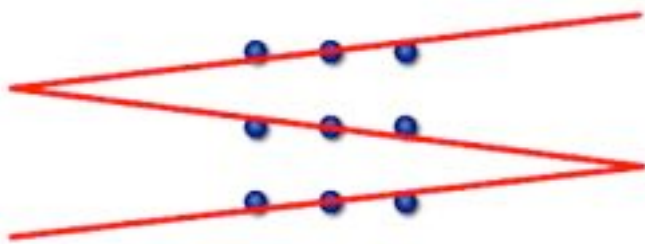
Methods	Description	Remember
By ability	The teacher organizes the groups by ability. Students of high ability work together, of medium ability work together and so on. With this method you can give the groups appropriate work for their ability, and they can challenge and support each other.	Students may be upset if they are always in the low group- it can damage their self-esteem. Use different group strategies so that students do not pick up on the way they have been grouped. Make sure that students can change group if they make progress.
Mixed ability	The teacher mixes up groups by ability. This way able students can help less able students. This can be motivating for all students. The teacher can plan the groups (putting together students they believe will work well together) or put groups together at random (to promote diversity, tolerance and inclusion).	In this example all students will complete the same work. You will need to set clear expectations that all students work hard and contribute. Be careful that your groups encourage participation and do not increase any tensions.
Large class sizes - divide the class	Sometimes, with large, diverse classes, the teacher will divide the class into 2 or 3 groups based on ability. They will then teach the groups separately. For example one group may be studying complex sentences, while another is working on the parts of a sentence.	This is very effective with large, diverse classes but the teacher must have excellent class control and organisation. While teaching one group the other students must have work to be completing until it is their turn.

Facilitator's note 1: Connect the dots solutions

Connect all 9 dots using 4 straight lines and without taking the pen off the paper



Alternative solutions



Facilitator's note 2: Recognising differentiation

The teacher begins her geography lesson about the weather. To start the lesson the students must **work with a partner** to name as many types of weather as they can. Then the teacher writes some keywords on the board. She asks the students to match up the types of weather to the names of the season and to write these in their notebooks. Some of her students struggle with reading and writing so **she draws pictures** of the different types of weather to help them. She also **sets a challenge task** - for those students who finish quickly. They must add adjectives to describe the type of weather in each season.

While the students work, the teacher moves around the classroom. She knows that several students struggle with their writing so she makes sure she walks by them and **encourages their efforts**, and she **praises** the students who have moved on to the challenge task.

The teacher then divides the students into their **groups**. For this activity, they are in carefully selected mixed ability groups so that the students can support and challenge each other. Each group is assigned a season. In their groups, they make a concept map to show all of the different activities that you would do in a particular season. Each group then presents its work.

The last task of the day is to answer the question: Which is your favourite type of weather and why? The teacher **gives the students a choice** - they can either answer this question by writing or by drawing a picture with annotations. At the end of the lesson she collects the work to assess them and to give feedback.

Facilitator's note 3: Card shuffle

Student with a physical impairment	Student very talented in numeracy and literacy
Student with visual impairment	Student with intellectual impairment
Student with concentration difficulties	Student from different language background



15. Plan and sequence lessons

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to prepare lesson plans which:

- Identify learning objectives (NTCF 2.1)
- Convert curriculum content into meaningful tasks (NTCF 2.1)
- Sequence lessons logically (NTCF 2.1)

Materials needed

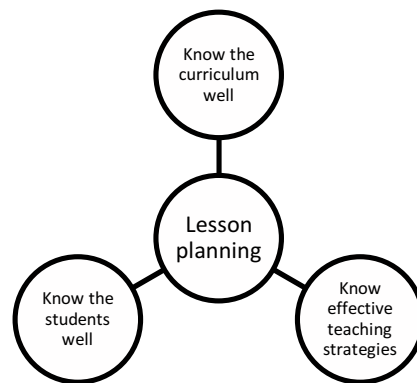
- Flipchart paper
- Pens
- White/blackboard and pens/chalk, eraser
- Handouts
- Facilitator's notes

Information to share with participants during this session

This module is designed to build on skills developed in the following modules: 'Know and include all your learners' and 'Open and close lessons purposefully'.

Lesson planning is a basic task of teaching. This is where all the 'good teaching' skills are drawn together into a planned learning programme. The goal is that the teacher enters the classroom with a plan of exactly how they will teach the students a particular learning objective.

Teachers are usually provided with a standard curriculum. Sometimes the curriculum includes guidelines for teaching, objectives, suggested tasks, and activities. Sometimes it even provides lesson plans. No matter how prescriptive the curriculum is, a good teacher will still prepare unique lesson plans. Preparing a lesson plan involves bringing together three teacher skills:



- A lesson plan based only on a knowledge of the curriculum will not be meaningful to your unique group of students.
- A lesson plan without strong curriculum knowledge may not have a clear purpose or result in appropriate learning outcomes for the students.
- A lesson plan full of effective teaching strategies will only be useful if it is based on the needs and interests of the students and connects well to your learning objectives.

Planning in advance gives teachers time to organise themselves and prepare materials. This saves time in the classroom and the teacher can be more confident and creative.

Designing the learning programme for a lesson also involves planning a logical sequence which will build on students' knowledge. It will introduce new learning progressively, allow time for understanding and practice, and finish with assessment that connects to the outcomes.

Finally, lesson plans must not be fixed. They must be able to be changed or improved. Good teachers will aim to continually improve their plans by using new assessment information and feedback from students. They will be flexible enough to adapt during the lesson when the need arises.

Activities

1. Importance of lesson planning 🕒 20 mins

The purpose of this activity is to reflect on your current understanding of lesson planning and its importance.

Provide each participant with a blank piece of paper.



“One a piece of paper, write a quick answer to the following question: Why is it important to plan each lesson? Write your name on the paper.”

Collect all responses.

Prepare four flipchart sheets, each with a different question at the top:

- 1) Why should lesson plans be written?
- 2) Why should a lesson plan be unique for each class taught?
- 3) Why should lesson plans be prepared in advance?
- 4) Why should lesson plans be reviewed afterwards?

Ask participants to form 4 groups and circulate around the flipcharts spending three minutes adding their answers to each. They should only add answers if someone else has not already written them.

2. Convert curriculum to learning objectives 🕒 20 mins

The purpose of this activity is to learn how to identify and develop learning objectives correctly.



“An objective explains what you want your students to be able to do by the end of each lesson. It is the destination you want them to reach. It is not the process or what you will teach. It ensures the lesson is focused clearly enough so that both students and teachers know what is going on. An objective must be something that can be **seen** or **heard**. (See **Handout 1** for a list of useful verbs.) Everything in the lesson plan will be linked to your learning objectives.”

Ask participants to tear a blank page in two and draw a cross on one piece of paper and a tick on the another. Read out some objectives and ask participants to decide whether they are good learning objectives (see **Facilitator’s note 1**). Do the objectives specify a behaviour that can be seen or heard? Participants should hold

up a tick if they think it is a good objective, or hold up a cross if they think it is not a good objective. Ask some participants to explain why they have chosen their answer.

Write three curriculum areas on the whiteboard ('the numbers one to five'; 'the four seasons'; and 'using question marks'). **Ask** participants to work individually and write a learning objective for each curriculum area. Review some of the answers as a large group. Discuss if they are correct or where they could be improved.

Ask participants if children in their classes speak the Swahili language at home, or if any children speak different languages to the teacher/other students.

If this is an issue, add the following section on **language and lesson planning (15 minutes)**:



"If children don't use the same language in school as they do at home then lesson planning needs extra attention to help them understand.

Children need to use and develop their Swahili throughout education. This helps them understand other languages better. The extent to which a child is fluent in Swahili – the language in which they think – determines how well they will be able to learn and use other languages. For example, if you don't know what a car is and how it works, it is much harder for you to learn about a car in your English class. You need to be taught all about a car in Swahili first to have the best chance of understanding the curriculum and learning the English words about cars.

In such cases, each lesson plan should have a **language of instruction objective** as well as your curriculum-based learning objectives. These should cover:

How will this lesson encourage children to use and extend their Kiswahili?

How will this lesson introduce and/or practise new words in the language of instructions?

If some children do not speak Swahili properly as other children, encourage them to speak to each other in class, for example in group work. Encourage children from that group who have good Swahili language skills to help their peers to understand.

Build these strategies into your lesson plans, to remind yourself to always do them."

3. Convert general curriculum to meaningful curriculum 🕒 20 mins

The purpose of this activity is to understand the difference between general and meaningful curriculum and recognise that it is relatively simple to make tasks and examples meaningful and relevant to students no matter what topic.

Read the following two examples to the participants:

- 'What is the distance between point A and point B?'
- 'John walks from his home for half a kilometre to collect water from the community well. How far does John have to walk with his full bucket to reach home?'

Ask: Which example would be more interesting for the students? Why?

Read the following examples:

- Why is hygiene important?
- Write a story about why hygiene is so important in your community.'

Ask: Which example would be more interesting for the students? Why?



“Work in pairs. For each topic area, think of one idea of how you could make it more meaningful for your students. The topics are: Maths – shapes, time, and fractions; Literacy – reading, writing, listening, and speaking. Share your ideas with your partner.”

5. Links to teaching strategy skills 🕒 15 mins

The purpose of this activity is to plan for using the skills learned in other modules, namely: Open and close lessons purposefully; Explain the lesson; Use other resources; Use questions; Use pairs or groups; Use activities; Use differentiation; Plan and sequence each lesson.

Count participants off into 7 groups. Each group must review one of the modules listed above and determine where those skills best fit within the lesson plan format (**Handout 2**).

The lesson plan format should then be displayed on a flipchart/whiteboard. Ask a representative from each group to come and point out where the skills apply. Allow a large group discussion to take place and add any missing ideas. See **Facilitators note 3** for suggestions.

6. Progressive lesson plan 🕒 30 mins

The purpose of this activity is to recognise that lesson planning can greatly improve a lesson and that there is a wide variety of ideas available to draw from.

Ask participants to use the strategies learned in the modules listed above to revise and improve the lesson plan in **Handout 3**, following the steps listed below. They should write the new plan on a blank lesson plan sheet (**Handout 4**) and spend 3 minutes individually on each section of the lesson plan as listed below:

- Introduction: Teacher actions
- Introduction: Student actions
- Body: New material
- Body: Activity
- Body: Questions
- Body: Practice
- Body: Student actions
- Conclusion: Assessment

- Conclusion: Student actions

Participants should complete one section then pass the lesson plan to the person sitting on their right. Each person will therefore receive a plan from the person on their left. They should spend 3 minutes working on the next section of the plan and then pass it to the person on their right. Continue with this process until all sections are complete.



“This was just an exercise to share ideas. Although teachers often work individually on lesson planning, it is common and useful to work together. Lesson planning and selecting teaching strategies is even easier when you know the students you are preparing for. You will know which strategies are the most effective for your students, which are based on their interests and preferences, or the strategies that they need the most. The main difference between a lesson plan that you write and a lesson plan copied from others or found in a book/internet, etc, is that you will ‘own’ the plan you have written yourself. The content and methods will be planned for your particular students and your particular context.”

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can develop achievable learning objectives.
- Teacher can sequence a lesson logically.
- Teacher can make a general task meaningful.
- Teacher can plan specific teaching strategies for learning objectives.

Ideas for coaching

The trainer or head teacher could develop a lesson plan with a teacher, or review a lesson plan. A checklist could be used to check that lesson plans meet all of the criteria.

Coaching can help teachers incorporate individual needs/interests and relevant differentiation into lesson planning. For example, coaching can help teachers reflect on whether lesson plan objectives can be set which identify the expected achievements of the top, middle and lowest ability groups in the class. Can lesson plan activities specify how the teacher will support students with disabilities?

Further workshops or group activities could further develop teachers’ lesson planning skills. Practice, sharing and encouragement may support teacher competence in this area.

Ideas for collaborative learning/self-study

- Teachers can collaboratively plan lessons.
- Teachers can share lesson plans, for instance they could create an open file of lesson plans.
- The head teacher and teachers could collaboratively develop a standard lesson planning sequence/structure for use in their school.
- Teachers and the head teacher can peer-review lesson plans and implementation.

Gender responsiveness

Consider curriculum content and learning objectives for gender responsiveness. Lesson planning is a good opportunity to adapt a curriculum that is stereotypical or gender imbalanced.

Check the textbooks in advance for a set of lessons. Do they reinforce gender stereotypes? If so, bring a discussion of this into your lesson plan and take corrective action during your teaching.

Inclusiveness

Differentiation at the level of lesson planning can be crucial for seamless inclusion for children with disabilities. See the module 'Use differentiation for mixed ability learners' for more details. Considering inclusion at the level of planning takes far less time and resources than modification at a later stage.

References

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Handout 1: Action verbs

Analyse

Count

Calculate

Compare

Contrast

Classify

Categorize

Characterize

Debate

Define

Defend

Demonstrate

Describe

Determine

Differentiate

Experiment

Explain

Evaluate

Group

Illustrate

Label

Make

Measure

Order

Practice

Perform

Predict

Read

Summarize

Sound

Spell

Write

Handout 2: Lesson sequence

Subject:	Topic:	Time:	
Teacher:	Class:	Date of Lesson:	
Lesson Objectives: Created from the scheme of work Action verbs		Teacher's Notes: Lists materials Lists pre-work for the teacher Lists plans for inclusion and reminders	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	Grabs the students' attention. Motivates students to keep listening Engages students Relates to the topic that will be taught	Lists what students should be doing during the introduction of the lesson	Introduction can be completed in this time
Body – <i>Includes the main learning points of the lesson, questions</i>	New material At least one activity Questions Opportunities for practice	Lists what students should be doing during the body of the lesson	Body can be completed in this time
Conclusion – <i>Assesses student learning and ties the lesson together</i>	Assesses student learning based on the objectives Ties the entire lesson together	Lists what students should be doing during the conclusion of the lesson	Conclusion can be completed in this time

Handout 3: Lesson sequence

Subject: Geography	Topic: Weather	Time: 40 Minutes	
Teacher: Abdu Abasi	Class: Grade 3	Date of Lesson: September 16th 2016	
Lesson Objectives: Students will understand types of weather. Students will know how the weather affects them		Teacher's Notes: Textbook	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	Teacher gives a lecture about what students learnt last lesson about the different types of weather. Ask pupils closed questions about last lesson. Whole class to shout their response.	Students should sit and listen to the lesson Students shout yes or no in response to the teacher's questions.	20 Minutes
Body – <i>Includes the main learning points of the lesson, questions</i>	Read aloud from the textbook about types of weather and how it affects people's everyday lives.	Students sit and listen	10 Minutes
Conclusion – <i>Assesses student learning and ties the lesson together</i>	Write three questions on the board about what you have just read.	Students should answer the questions in their notebook.	10 Minutes

Handout 4: Blank lesson plan

Subject:		Topic:		Time:	
Teacher:		Class:			
Lesson Objectives:			Teacher's Notes:		
Lesson Phase		Teacher Actions		Student Actions	Time
Introduction					
Body					
Conclusion					

Facilitator's note 1

Learning objectives

Students will be able to explain why adjectives improve writing

Students will understand types of weather

Students will know how to count to 50

Students will be able to use verbs in a sentence.

Students will be able to draw and label the key features of a river

Students will understand the story

By the end of the lesson students will know the parts of the human body

By the end of the lesson, students will understand addition

Students will be able to identify single digit numbers

Students will be able to identify the main characters in the story

Students can describe the functions of 5 parts of the human body

Students can label 10 countries on a map

Facilitator's note 2

Links to modules

Subject:	Topic:	Time:	
Teacher:	Class:	Date of Lesson:	
Lesson Objectives: Created from the scheme of work Action verbs		Teacher's Notes: Lists materials Lists pre-work for the teacher Lists plans for inclusion and reminders	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<p>Grabs the students' attention <i>Open and close lessons purposefully; Use other resources.</i></p> <p>Motivates students to keep listening <i>Open and close lessons purposefully</i></p> <p>Engages students <i>Open and close lessons purposefully; Use other resources.</i></p> <p>Relates to the topic that will be taught <i>Open and close lessons purposefully</i></p>	Lists what students should be doing during the introduction of the lesson	Introduction can be completed in this time
Body – <i>Includes the main learning points of the lesson, questions</i>	<p>New material <i>Explain the lesson; Use differentiation for mixed ability learners</i></p>	Lists what students should be doing during the body of the lesson	Body can be completed in this time

	<p>At least one activity <i>Use activities; Use differentiation for mixed ability learners; Use other resources</i></p> <p>Questions <i>Use questions; Use differentiation for mixed ability learners</i></p> <p>Opportunities for Practice <i>Use pairs or groups, use questions; use differentiation for mixed ability learners</i></p>		
<p>Conclusion – <i>Assesses student learning and ties the lesson together</i></p>	<p>Assesses student learning based on the objectives <i>Open and close lessons purposefully</i></p> <p>Ties the entire lesson together <i>Open and close lessons purposefully</i></p>	<p>Lists what students should be doing during the conclusion of the lesson</p>	<p>Conclusion can be completed in this time</p>



16. Give useful feedback to students

🕒 2 hours in total

Learning objectives

By the end of this session you will:

- Recognise the importance of giving feedback to students (NTCF 4.1)
- Have skills in using written constructive, face-to-face or verbal feedback, and positive feedback (NTCF 4.1)
- Understand how to construct feedback to make it useful for student learning (NTCF 4.1)

Materials needed

- Flipchart paper
- Pens
- White/blackboard and pens/chalk, eraser
- Handouts
- Facilitator's notes

Information to share with participants during this session

Educational outcomes are best when students can take responsibility for their own learning. Students learn to measure their own progress and improve their learning according to clear standards. For this to happen, students need feedback. They need feedback that is regular, informative and useful. In particular, students need to know:

- What the learning goals are so they can focus their efforts.
- What they are currently doing well, so they can be motivated and believe in themselves.
- What the gaps in their learning are and how they could improve.

One of the best things a teacher can do is give a lot of feedback so students can improve.

Although grades and marks are part of how education systems operate, the best feedback is not a score. It is clear and specific guidance on how to improve. Therefore, it is important that students receive feedback every day in class from the teacher. In order to make your feedback useful, think carefully about the following:

- What do I want the student to do in response to the feedback?
- What do I want the student to learn?

Activities

1. Blindfolded toss 🕒 15 mins

The purpose of this activity is to recognise the importance of useful feedback.

Ask a participant to volunteer. Blindfold him/her and give him/her a piece of paper crinkled up into the shape of a ball. Turn the volunteer around a few times then ask him/her to throw the ball at the blackboard/whiteboard. Ask all other participants to be silent throughout.

Repeat the activity, but this time face the volunteer in the right direction and tell him/her which way to throw. Allow other participants to talk freely this time.

Ask “How did you know which way to throw the ball each time? How did you know if you succeeded? Did you feel more confident the second time?”



“This is an illustration of how feedback helps students learn. Without feedback, students may not know what they are aiming at (aiming to learn) or whether they actually achieved. They may also feel a lack of confidence or motivation.”

Distribute **Handout 1** which lists the three purposes of giving feedback to students.

2. Types of feedback 🕒 15 mins

The purpose of this activity is to realise that feedback has many forms.



“A student has written a sentence. The grammar, spelling, structure and word usage is all correct. The letter formation is correct. The letters are larger than the lines provided and spaced unevenly.”

Ask: What feedback could you give this student? Write your comment on a piece of paper.

Ask: Of the two types of feedback, negative and positive, which one is ‘better’?

Designate the right side of the room for those who think that positive is better, and the left for negative. Ask participants to position themselves in the room according to what they think. They can be anywhere at or between the extremes. Ask some of the participants to explain their position.

Finish by explaining that instead of negative feedback, ‘constructive’ feedback can be given. Constructive feedback is extremely important and a central part of effective learning.

3. Constructive feedback 🕒 20 mins

The purpose of this activity is to try using some ideas for giving constructive feedback to students.

Introduce three methods of providing written constructive feedback as per **Handout 2**. Provide an example of each. Ask all participants to draw a picture of their favourite flower on a blank page using coloured pencils (take 3 minutes). Each participant then passes their picture to the participant on their right.

Participants should then give written feedback using one of the three strategies in **Handout 2**.

Ask the whole group: Why do these methods support student learning?
Example answers: They build student confidence; they give opportunities for praise while encouraging student progress, etc.

Distribute **Handout 3** listing different types of feedback.

4. Face-to-face verbal feedback role play 🕒 35 mins

The purpose of this activity is to consider how meaningful/useful our feedback is.

Give 5 participants a number on a piece of paper (numbers 1 to 5). These participants will be pretending to be students.

Place a bowl of duplicate numbers on folded pieces of paper at the front of the room. Invite 5 other participants to pick a piece of paper. These participants will be the teachers. They should keep their chosen number a secret for now.

The 'student' participant who has number 1 on their piece of paper should carry out the task shown in scenario 1 in **Facilitator's note 1**. Quietly (so no one else hears) ask them to do the task imperfectly – they should make mistakes.

When the 'student' has completed the task, the 'teacher' participant who has number 1 on their piece of paper should give some brief face-to-face verbal feedback to the 'student'. It can be positive feedback, constructive criticism, a reminder of the goals or a combination of these.

Ask the 'teacher':

- What do you want the student to do in response to your comments?
- What do you want the student to learn?

These are the main questions that should help us determine if our feedback is useful.

Repeat the role play with the remaining scenarios.

5. Giving information 🕒 35 mins

The purpose of this activity is to practise the skill of presenting positive feedback in a useful way. This will motivate students and prepare them for self-assessment and monitoring of their own learning.

Say

“Giving positive feedback that helps students to assess themselves is a useful skill to practise. Rather than giving them a simple assessment (e.g. good work, excellent, good job, thumbs up, grade A) or your opinion (e.g. I'm proud of you, I like your work), give them information about the work they have done. This could be a comment on the effort involved, and the progress that has been made (e.g. I can see that you have....; last week you could do... and now you can....; what a lot of time you've spent....). Tell the student what you see and notice. Prompt the student to make their own decision about its value (e.g. what do you think of that...? How do you feel about your work? Can you see the difference from last week? What do you think is better than before? What was your favourite part?).”

Distribute **Handout 4**.



“This prepares the student to assess their own learning and start to take responsibility for that. Teaching students to monitor their own learning is teaching at a high level.”

Repeat the role play from the previous activity. This time, quietly ask the ‘student’ participants to perform the tasks correctly. Invite other participants to give positive feedback using the guidelines above.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher is able to give feedback to multiple students during lessons.
- Teacher circulates to monitor student learning and to offer feedback.
- Teacher writes constructive comments on marked work.
- Teacher formats positive feedback as ‘information’.

Ideas for coaching

Trainers or head teachers could observe a lesson and use the indicators of achievement checklist (above) to give feedback. Teachers’ marking of text books could also be reviewed.

Ideas for collaborative learning

Teachers can work together on marking. Charts of positive feedback can be developed along with common phrases of encouragement. Teachers can work with a partner to choose a type of feedback they feel less confident with, try it in class and then feedback to each other at the end of the week.

Gender responsiveness

Ensure that you give gender balanced feedback. Make sure feedback and attention is evenly distributed and not focusing on just a few students.

Inclusiveness

Giving feedback on effort, perseverance and progress focuses on the achievements of an individual and does not compare that individual to others. For example, while a student with a physical disability may not do a painting with the detail and complexity of their peer, the effort put into it may exceed that of anyone else in the classroom and it is important to recognise this.

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The following sources were used in compiling this module:

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Handout 1

<p>Reminder of goals ("by the end of this lesson you will be able to...."; "Our goal is that we will all know how to...."; "I want to see all of you able to....")</p>	<p>You can only achieve goals if you understand what they are. You can then focus your efforts. You can check your work against criteria and make improvements. Without goals and criteria, you are always guessing about what you are doing or how to improve.</p>
<p>Positive feedback ("I can see that you have been working hard on this for the last week"; "I've noticed that you've come a lot further today than yesterday"; "That's exactly how you should be doing it...")</p>	<p>When your efforts, progress and behaviour is praised you will feel, positive, motivated and have higher self-esteem</p>
<p>Constructive feedback ("You've got all the steps figured out up until here, what do you think the next step could be?"; "Something is missing in this section"; "It doesn't fit. I wonder what would happen if you try..."; "We still have plenty of time. If you start again you could get it done before the next activity")</p>	<p>You can improve your performance only when you have information about the gaps in your performance and the opportunity to try again. Learning by trial and error must be understood as normal and right. Error is not considered wrong, but as an opportunity to learn from. Error can be turned into learning. Negative feedback must never be given without suggestions for improvement.</p>

Handout 2: Constructive feedback – three sample methods

2 stars and a wish

State two things the student has done well, and one thing that you would like them to do in the future.

WWW

What Went Well

EBI

Even Better If

Handout 3: Constructive feedback

Handwritten comments on student work

Face to face feedback

- Whole class
- Individuals
- Small groups of students

“Class report” on a task given to a large group of students, covering all the most important difficulties and misunderstandings

Use model answers: these can show students a lot of detail which can be self-explanatory to them, allowing them to compare the model answers with their own work and see what they've missed out or got wrong.

Hand out an A4 sheet to the entire class with examples of appropriate responses, examples of some misconceptions with some explanations about why they were not correct, and resources for follow-up study to correct the misconception.

Handout 4: Useful positive feedback

Instead of:	Positive feedback:
<p>Simple assessment (good work, excellent, good job, thumbs up, grade A)</p>	<p>Give information. Tell the student what you see and notice. Give information regarding the work they have done, the effort involved, and the progress that has been made (“I can see that you have....”; “last week you could do... and now you can....”; “what a lot of time you’ve spent....”)</p>
<p>Your opinion (I’m proud of you, I like your work...)</p>	<p>Self-assessment. Prompt the student to make their own decision regarding its value (“What do you think of that...? How do you feel about your work? Can you see the difference from last week? What do you think is better than before? What was your favourite part?”)</p>

Facilitator's note 1

Scenarios

'Student participants need to demonstrate these scenarios. Remind them quietly not to do them perfectly to allow room for constructive feedback.

Scenario 1: Cut a piece of paper in half
Scenario 2: Write your name
Scenario 3: Count to 20
Scenario 4: Draw a picture
Scenario 5: Say the alphabet



17. Assessment of student learning

🕒 2 hours in total

Learning objectives

By the end of this session participants will be able to:

- Match assessments/tests to learning objectives (NTCF 4.2)
- Recognise evidence of learners' understanding (NTCF 4.2)
- Use specific strategies to gain feedback from students (NTCF 4.2)

Materials needed

- Flipchart paper
- Pens
- White/blackboard and pens/chalk, eraser
- Handouts

Information to share with participants during this session

Summative assessment

Assessment traditionally has an important role in education. Many school administrations have standard tests and exams which are used to measure what students have learned or achieved. Teachers can also design their own assessments for their individual lessons. With careful planning, a teacher knows exactly what they intend their students to learn, and they can design a simple assessment to measure if their lesson was successful. This is assessment *of* learning, sometimes called summative assessment.

Formative assessment

Assessment *for* learning is another type of assessment which is a very important skill for teachers to use. This type of assessment does not happen at the end of a lesson, but happens before teaching each part of the lesson. The teacher needs to know what the students understand, and is looking for evidence of understanding. This has been called having your “fingers on the pulse” of a lesson.² Formative assessment has been found to be the most powerful tool that teachers can use to improve student outcomes. It helps the teacher plan how to teach each student.

To carry out formative assessment a teacher may move around the classroom: they may ask questions, listen carefully to students, watch over shoulders, or review work. During this time, the teacher is conscious of the learning objective they want the students to achieve and will be watching to see which groups and individuals are demonstrating understanding. The teacher is also looking out for misunderstanding, for lack of engagement, and for lack of interest. The teacher is monitoring for learning gaps so they can teach exactly what is needed. That is why it is called “assessment **for** learning” – the teacher is assessing so that they can make sure learning happens

Examples of the different assessment structure

Assessment	Summative	Formative
Maths quiz	At the end of the lesson, matching to the learning objectives set.	At the beginning of the lesson. Varying difficulty levels within.
Written science test	Write an essay on the topic taught.	List the main points of a lecture.

² Danielson, C. (2011). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD. p.32

Activities

1. Checking for understanding 🕒 15 mins

The purpose of this activity is to recognise what we are already doing to check for understanding.



“When you are teaching, how do you know your students understand what you are teaching? Write down 2-3 methods you currently use to check for understanding.”

Go around the room and ask each participant for an example. They should not repeat something that has already been mentioned. Continue until no one can think of any more examples.

2. Recognising assessment strategies 🕒 30 mins

The purpose of this activity is to identify commonly used assessment strategies and prepare for using them.

Distribute **Handout 1**. Read it aloud and ask participants to underline any examples of assessment. Ask them to share answers in pairs. They should explain to each other why these are examples of assessment of understanding.

Explain that any time you are checking for understanding of students, you are assessing them. Distribute **Handout 2** as a resource of ideas for assessment methods.



“Go through **Handout 2** and tick the strategies that you think would work in your classroom. Place a star beside those you are concerned about.”

As a large group, discuss each strategy that participants starred. Discuss how it might work, or whether it is not suitable for their education setting.

3. Questioning for assessment 🕒 30 mins

The purpose of this activity is to recognise the difference between questioning as a teaching strategy and questioning for measuring understanding.

Put participants into groups of 3-4. Select a curriculum topic (e.g. a lesson they have taught in the past week, or a common lesson, or you can suggest one). Ask participants to develop one question about this topic to **deepen understanding** (teaching strategy) and one question to **measure understanding** (assessment strategy). Refer to example in **Handout 3**.

4. Summative assessment 🕒 30 mins

The purpose of this activity is to practise using summative assessment to see if learning has happened.

As a large group, ask someone to suggest a learning objective and write it on the board. (See the module called 'Plan and sequence each lesson' for information on writing effective learning objectives, to ensure the suggested objective is written correctly.)

Distribute **Handout 4**.

Count off participants into 6 groups. Each group should consider one of the 6 assessment methods shown in the handout for assessing the learning objective written on the board.

Each group should discuss the following questions:

- How could this assessment method be used to measure the learning objective?
- How would this method help us to know if the learning objective had been achieved?
- How useful would this assessment method be for your teaching context?
- How could you change this assessment method from summative to formative?

One person from each group should present the group's findings in plenary.

Repeat this activity, if time permits, with a different learning objective.

5. Comparison of summative and formative assessment 🕒 15 mins

The purpose of this activity is to recognise the difference between types of assessment.

Think-pair-share

Working individually, go through the points in **Handout 5** to decide whether they describe summative or formative assessment or both. Compare and discuss your responses in pairs.

Ask: Why do you think formative assessment has more of an impact on student learning outcomes?

Example answer: It allows teachers to adjust instruction or make changes to the lesson.



Go to: 'Adapt lessons' module for follow-up information to this question.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher can design an assessment to match each learning objective;
- Teacher uses questions to gauge student understanding;
- Teacher can point out evidence of student learning.

Ideas for coaching

The trainer or head teacher could discuss with the teacher about which assessment strategies the latter feels confident with and identify areas for growth (new methods for the teacher to try). They could select one technique for the teacher to work on, provide resources to help the teacher learn more about that particular method, and then ask the teacher to demonstrate that skill during a lesson observation.

Assistance could be provided in integrating assessment into lesson planning.

Ideas for collaborative learning

- Teachers could compile and continually add to lists of summative and continuous assessment methods which they and their colleagues can refer to when planning.
- Peer observation can be used to help teachers identify new methods of assessment.
- Collaborative lesson planning can help teachers brainstorm assessment approaches.
- When a peer observes teaching, they can make a list of 3-4 examples of formative assessment in action.

Gender responsiveness and inclusion

Where summative assessment is used, consider the importance of collecting data that tracks student performance and includes mention of their gender and any disability status.

Remember there are multiple ways for students to demonstrate their understanding. Students with differing abilities or impairments may have

strengths in any range of demonstration methods – e.g. musical, interpersonal. Make sure you record students' strengths as well as their weaknesses, and tell students what you feel they are good at. Individual education plans for children with disabilities help to tailor assessments to the particular student's capabilities and personal learning goals.

Use students' strengths and learning styles in class activities to demonstrate their knowledge and skills. Acting, speaking, singing, making objects and conducting experiments are excellent alternatives to writing down or speaking answers.

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Handout 1: Story of assessment

As the facilitator reads the story, take a few minutes to underline any examples of assessment in the story. After you are finished, share your thoughts with the person next to you. Explain why these are examples of assessment.

Effective formative assessment

A language teacher begins her lesson by asking her students to reflect on their last lesson by listing the key features of a story. As they make their lists she moves around the room to identify if any students are struggling. She then calls on the students to name one thing from their list until they cover all the parts of the story.

The teacher then reads another story to the students. She asks students to explain the main idea and supporting details to the person sitting next to them, and then asks one or two students to explain these ideas to the whole class to check for understanding. The teacher instructs her students to work individually to read the story again and answer the questions written on the board.

After that the teacher divides the class into small groups. Each group needs to present what they see as the main idea of the story on a poster. While students discuss and prepare the poster in small groups, the teacher walks around and observes them. She identifies several groups of students who are having difficulty understanding the concepts in the story.

Later, one student from each group presents his/her group's answers.

Near the end of the lesson the teacher asks the students to look at the different groups' answers about the main idea of the story. She invites them to select the one they think is the best answer. They must then write down why they made this choice. She asks students to answer this using an 'exit ticket'. This is a piece of paper on which the student writes their individual answer and then hands it to the teacher when they leave the classroom.

This approach provides the teacher with a quick way to review her students' thinking at the individual level, thus providing information she can use to shape the next day's lesson.

This lesson helped prepare students for their upcoming national exam, during which they will have to identify the main idea in a story.

Adapted from Wylie, E.C. (2008). *Formative assessment: Examples of practice*. Washington, D.C.: Council of Chief State School Officers

Handout 2: Formative assessment strategies

It is important to use different forms of formative assessment to give students different ways to express their learning because all students have different learning styles.

Use the following list of ideas and consider which of them may work in your learning environment.

Non-verbal/non-written cues	
1.	Thumbs Up/Thumbs Down Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students are not good judges of readiness.
2.	Fist to Five Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, while those at a 4 or 5 can receive a more challenging problem to complete.
3.	Show Me, Don't Tell Me The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me". This works well if you have taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.
4.	Take a Stand The teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well for controversial issues or before/after a debate.
5.	Four Corners The teacher labels the four corners of the room A, B, C, and D for multiple choice questions or for strongly agree, agree, disagree, and strongly disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.

Partner/group work

6. Tell your Partner/Check your Partner

The teacher asks students to tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.

7. Think-Pair-Share

The teacher asks students a question. They think of their answers individually for several minutes then discuss their answers with a partner. After several more minutes ask partners to share what they talked about with the whole class. This is useful for difficult questions.

8. Small Group Discussion

Pose discussion questions to small groups of 4-6 students and allow them time to discuss. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.

9. Whiparound

Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. The teacher points at/calls on different students in quick succession and they have to give an immediate answer. Point to/call on as many students as possible. Time these in order to minimize off-task behaviour.

10. Peer marking

A teacher can tell students to exchange their exercise books to mark for each other. A teacher will lead the discussion and provide correct answers and tell students to mark.

Written

11. Got/Need

Students create a mini t-chart where they will list what they "got" and what they still "need." This is great for longer lessons.

12. Summaries

Students write short summaries of what they have learned. Use a strategy like the 5 W's or Beginning, Middle, End to aid students. Or set a summary challenge, such as 'Answer the question in exactly 20 words'.

13. Misconception – Prove Me Wrong!

The teacher gives students a misconception regarding material in the lesson. This could be an incorrect key point, a maths problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.

14. Poems/Songs/Stories/Drawings

Students write poems/songs/stories about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.

15. Exit Tickets

At the end of a class the teacher can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to the teacher as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then the teacher can adjust the next lesson to address any gaps in the students' understanding.

16. Quick-Write

This can be a great way to start or conclude class. The teacher gives students a prompt that addresses the content they have been teaching and gives them 5-10 minutes to write down all of their ideas.

17. Quick List Competition

Given a topic and a limited amount of time, students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.

18. Written activities

Activities can be written on the blackboard or on big paper and attached on the board for students to see the exercise and answer the questions.

Verbal

19. Presentation

Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.

20. Debate

The teacher allows groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.

21. Role-play/Skits

The teacher gives students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story. This is a creative and fun way for students to show what they understand and for the teacher to assess their learning.

22. Questions and answers

Students asked random questions to gauge students' understanding

Handout 3: Questioning for assessment

Lesson topic (example)	
Telling the time	<p>Question for deepening understanding (teaching strategy) How can we figure out which of the three hands on the clock is the minute hand?</p>
	<p>Question for measuring understanding (assessment strategy) When the shortest hand is pointing to the 9 and the longest to the 6, what time do you think it is?</p>
Lesson topic	
	<p>Question for deepening understanding (teaching strategy)</p>
	<p>Question for measuring understanding (assessment strategy)</p>

Handout 4: Summative assessment examples

<p>Exit Ticket At the end of a class you can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.</p>	<p>Summarizing This is a really important skill and useful way to check for understanding. Students can summarize what they learned for the day. Teachers can give them specific topics to summarize or can give them word limits (e.g. 20 word summaries).</p>	<p>Quick-Write/ Quick- Draw Ask students to write down everything that they have learnt about today, or to answer a question about their learning. Students draw two or three concepts presented in the lesson. Pictures can include words and numbers.</p>	<p>3,2,1 Students write 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know.</p>
<p>Gallery Walk Students or groups create a graphic representation of what they have learned and stick them around the room. Students can view each graphic by moving around the classroom – writing questions or comments, noting similarities and differences, etc.</p>	<p>Journal Entry Each day students write about 2 things they learned in their own notebooks.</p>	<p>Quiz Students answer quiz questions about the content of the lesson - they can work in groups to make this more fun, or they can make the quiz questions themselves and test their partner.</p>	<p>I care because... Students explain the relevance of a concept to their life or how they might use a new skill.</p>

Handout 5: Types of assessment

	Summative	Formative
Completed at the end of a unit, end of the semester or year		
Not always graded		
Completed individually		
Assess the entire unit		
Used to evaluate student progress and understanding		
Should inform your teaching		
Should help you evaluate how effective your lessons are		
You should use different methods to support different types of learners		
Ongoing and consistent		
Assesses smaller pieces of content and parts of lessons		
Contributes to students' grades		
Done multiple times per lesson and per unit		
Can be completed as an individual, in pairs, in a group		
Often take an entire lesson to complete		
Give students time to prepare and to revise		
Sometimes only takes a few minutes		
You should give students feedback		



18. Using assessment to improve learning

🕒 2 hours in total

Learning objectives

By the end of this session participants will:

- Recognise when instruction needs to be adapted, abandoned or enhanced (NTCF 4.1)
- Develop skills to develop appropriate mid-lesson responses to students who are not learning as expected (NTCF 4.1)
- Be able to use assessment information to improve lesson plans (NTCF 4.1)

Materials needed

- Flipchart paper
- Pens
- Blank paper
- Coloured crayons
- White/blackboard and pens/chalk, eraser
- Facilitator's notes

Information to share with participants during this session

Some teachers consider teaching to be an exact art. They believe that if the lesson is planned and presented correctly, students must learn. If students do not learn it is their fault – maybe because they did not listen or because of their background (stereotyping their disability, family background or ethnicity). However, in reality, teaching is not a recipe, formula, or list of do's and don'ts. Teaching must match students' learning needs.

Assessment will show teachers if students are learning. When they are not, *the teaching should be adapted*. Adjustments can be made to lesson plans, but they can also be made mid-lesson. A good teacher is always ready to adjust lessons in response to changing conditions and students' learning needs.

Even the best teacher has the occasional unsuccessful lesson. That is why it is important to use formative assessment to judge whether students are learning (see also the module called 'Assess student learning'). If there is a problem, teachers can draw on their experience to improvise during the lesson. Students achieve more in lessons that are flexible and respond to feedback from students.

The teacher must be ready to respond and adapt if:

- students are not understanding;
- students are not engaged;
- unexpected events happen.
- If the teaching/learning aids are not appropriate

The role of the teacher is to serve student learning. This is about **all** students. A good teacher will persist in trying alternative methods until understanding is achieved.

Adjustments could:

- improve the student experience or remove confusion;
- help learners with particular needs to engage better (through varying the pace or using learners' different senses more);
- take advantage of an unplanned learning opportunity;
- include abandoning the lesson altogether (i.e. if learning is not happening and the teacher needs to plan more before coming back to the learning objectives).
- Help teachers to evaluate themselves eg. Methodologies, explanations and examples they give

Summative assessment will tell a teacher if a learner got a question right or wrong, and if they met the learning objectives. **Formative assessment** helps teachers to see *why* the learner got a question right or wrong. It will help them to identify how the learner can improve. The teacher can use that information (and summative assessment information) to plan their next lesson.

Activities

1. Just a piece of paper and a pen 🕒 30 mins

The purpose of this activity is to show how formative assessment shows us when we need to make mid-lesson adaptations. This requires us to think creatively.

Give every participant some blank paper and a black marker pen.



“You have just asked the students to complete a list of addition sums that you have written on the board. You are using a formative assessment to measure student understanding – walking around the room and looking at the work over their shoulders. You check if everyone is engaged in completing the sums correctly. You have only blank paper and a black marker. How could you use it to improve learning for the following students?”

Using **Facilitator’s note 1** read out the first observation/assessment. Ask all participants to individually prepare a way to improve learning for that student using only the blank paper and marker. After 3 minutes ask a few participants to show their idea to the whole group. (Use the suggested answers on Facilitator’s note 1 if needed.) Repeat with the remaining observations.

Think – Pair – Share



“Listen to the following statement and discuss in pairs what you think about it. How would it affect your teaching in the classroom?”

A lesson will not be considered finished until each and every student understands.”

Ask a few of the pairs to share their thoughts with the whole group.

2. Seize the teachable moment 🕒 15 mins

The purpose of this activity is to consider what you might do to change an unexpected event from a distraction to a teachable moment.

Divide participants into five groups. Give each group a lesson topic (1-fractions, 2-hygiene, 3-human rights, 4-addition, 5-handwriting).



“Unexpected event takes place. The head teacher enters the classroom to bring cake for everyone, as it is her birthday. How could you use this unexpected event to connect with your lesson and even make it more interesting or meaningful?”

Participants should discuss in groups. One person from each group then presents their response to the whole group.

Example answers:

- 1 - Fractions – ask students to divide their cake to represent four quarters.
- 2 - Hygiene – what hygiene issues must we think of when baking, distributing and eating cake?
- 3 - Human rights – how would you feel if the head teacher gave cake only to those who were wearing red shoes? Would it feel unfair and confusing? Would you also want cake?
- 4 - Addition – there are two boxes of cake. One has 12 pieces in it, the other has 15. Is that enough for everyone in the class to have a piece?
- 5 - Handwriting practice – Lets all write “Happy Birthday Head Teacher” in our best handwriting on a flipchart and we will deliver it to the head teacher and thank her for the cake.

3. When activities are not working 🕒 35 mins

The purpose of this activity is to practise using assessment feedback to decide when it is time to make adjustments for the whole class.

In pairs, ask participants to cut three circles out of pieces of coloured paper. One should say “Stop” and be coloured red. One should say “Change” and be coloured yellow. The last should say “Go” and be coloured green.

Read aloud the scenario in **Facilitator’s note 2**. Ask participants to discuss in pairs, then invite pairs to hold up the coloured card showing whether the activity should stop, change, or go on. Ask a few pairs to explain why they chose their particular response.

Stop= Abandon the activity. It is not working. Maybe the activity is too slow or the concept is too complex

Change = Continue the activity but change something, e.g. add more explanation, add visuals, reduce the expectation, enrich, etc.

Go on = Continue with the activity as it is.

Think-pair-share



“Discuss in your pairs what the difference is between these two statements:”

“This activity doesn’t seem to be working.
Here’s another way to try it.”

“If you’d just pay attention, you could understand this.”

4. Assessment for lesson planning 🕒 20 mins

The purpose of this activity is to consider how assessment can improve lesson planning.

Your formative assessment will show learning gaps, but you will often find there is not enough time left to make mid-lesson adjustments. You will need to modify your next lesson to address those learning gaps.

In groups, ask participants to revisit the scenarios from **Facilitator's notes 1 and 2**. They should discuss how they could use this information to make changes to their next lesson plan for this topic. Each group needs to discuss three scenarios.

Note the link between lesson planning, differentiation and assessment modules:

Using ongoing learning assessment, teachers may identify some general ability groupings in the classroom. There may be some students who learn quickly and need additional challenges; there may be a middle level group; and few others needing more support and time to learn.

You can prepare lesson plans with some tasks *differentiated* for the three ability levels. Tasks can then be assigned according to level. Alternatively, different level tasks can be given out only when you notice a student struggling, or finding a task too easy.

5. Changing assessment purposes 🕒 20 mins

The purpose of this activity is to practise changing summative assessment to formative.

Summative tests or assessments happen at the end of teaching and learning and tell us if the lesson plan was successful (see the module 'Assess student learning'). But why wait, if we can find out earlier? Summative assessments can be changed into formative assessments so that lessons can be adapted earlier if they need to be.

Display five A4 pages around the room with the name of a summative assessment written on them. Use **Facilitator's note 3** as a guide. Participants should circulate around the pages and, using sticky notes, suggest a way that each assessment could be changed to a formative assessment. The change should indicate an assessment that could be used earlier in the lesson to assess the level of understanding.

Review the sticky note suggestions in plenary and add to them from the suggestions in **Facilitator's Note 3** if needed.

This is the **end of the session**. The facilitator should now check whether the module objectives have been achieved.

Indicators of achievement

- Teacher adjusts instruction to respond to student lack of understanding.
- Teacher can insert unplanned learning opportunities into their lesson.
- Teacher adds to or changes teaching strategies to engage students more or remove confusion.
- Teacher recognises when an activity needs to be abandoned and an alternative tried.
- Teacher can provide individual changes or support to respond to specific learners' needs.

Ideas for coaching

The trainer or head teacher can use the checklist indicators of achievement to observe teachers. Discussion can be held after the lesson to compare the lesson plan and the actual lesson. They can talk about what adaptations were made and the reasons, and also what could be learnt from the lesson to improve the next lesson plan.

Teachers should be encouraged and reminded that the need to change a lesson does not (usually) indicate bad planning. The willingness to learn from assessment and respond by making mid-lesson changes is a sign of a good teacher and leads to better learning.

Ideas for collaborative learning

- Teachers can observe each other's lessons. There can be follow-up discussions about what happened that was unplanned and how the teacher chose to respond.
- Teachers can use peer meetings to share examples of challenging situations and discuss possible ways to adapt lessons in response. For example, they can discuss ways to respond to a specific student's needs, a frequent distraction, a common misunderstanding, or an activity which has little success.

Gender responsiveness and inclusion

The need for lessons to be adapted frequently should be noted to allow for forward planning and differentiation to be built in. For example, if the lesson is often misunderstood by a student when it is written on the board and so adaptations are made by writing the lesson on a slip of paper, it may be more efficient to prepare this slip of paper when planning the lesson.

The need for individual adaptations should not draw negative attention to students' differences including gender. Teachers must commit to all students learning in a lesson, including those with learning difficulties or alternative learning needs. Students must never be made to feel like an inconvenience. Extension activities for those with specific skills or talents can be pre-planned; if issues arise unexpectedly be prepared to add to the lesson spontaneously.

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The following sources were used in compiling this module:

- Caena, F. (2013) "Supporting teacher competence development: For better learning outcomes". European Commission.
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Facilitator's note 1: Individual student adjustments

Observation / assessment	Possible response
<p>Student has completed no sums. She usually wears glasses but you realise she is not wearing them today. You question her and she says her glasses broke last night and won't be repaired until next week.</p>	<p>Write the sums on a piece of paper for her. (Note: lesson plans for the remaining days of the week should consider this individual need)</p>
<p>Student is using his fingers to count on but still getting confused.</p>	<p>Tear up enough small pieces of paper for him to count out the sums with.</p>
<p>Student clearly can calculate the sums but is having trouble writing the answers (physical disability).</p>	<p>Write a range of numbers on small squares of paper and a + and = sign so that the student can select the appropriate numbers and form the sum rather than write it.</p>
<p>Student is distracted by peeling off the butterfly sticker on her work book and has completed no work. You also notice she is wearing a butterfly bow in her hair, has a butterfly on her bag and on her pencil.</p>	<p>Draw butterflies on small squares of paper for her to add together to find how many butterflies there are in the garden.</p>
<p>Student has finished the sums long ago and is sitting looking bored.</p>	<p>Write some additional, more difficult sums on a paper.</p>
<p>Student is working hard on the sums, showing no obvious difficulties.</p>	<p>Draw a small smiley face on a square of paper and place on desk to indicate that you have noticed their effort.</p>

Facilitator's note 2: Whole class adjustments

Scenarios	
<p>Students have read a short story individually. You are asking questions to see what they think the main theme is. None of the students seem to have recognised the theme.</p>	<p>You ask the students to form geometric shapes with toothpicks. Only half of the students are forming them correctly when you name them.</p>
<p>The children are working in groups to find pictures of reptiles amongst a mixture of animal cards. So far, all of the cards they have shown you are reptiles.</p>	<p>You are trying to play the English lesson songs on a music player but the batteries have run out. You can't remember the tune and neither can the students.</p>
<p>You ask some students to act out the story you read as a class. None of the students seems to remember the story. There is a lot of confusion and disagreement amongst the actors.</p>	<p>You are writing numbers on the board and asking students to raise their hand whenever they notice an even number. Only three students raise their hand each time an even number is written.</p>
<p>You ask the students to complete a worksheet and give thumbs up when they are done. Too much time has passed and only two students have given thumbs up.</p>	<p>The children are all singing a song that you have taught them to help learn the names of the planets. All the children are singing loudly together.</p>

Facilitator's note 3: Changing summative to formative

Summative	Formative (sample answers)
10 quiz questions	Pre-test
Written essay	Identify main points
Multiple choice questions	Individual questions
Math problems	Same problems broken into small parts
Constructing a model	Smaller tasks

Appendix 1: Bibliography

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Appendix 2: Glossary of commonly used terms

Counting off	A technique to split large groups into smaller groups – e.g. for groups of 4, count participants ‘1, 2, 3, 4, 1, 2, 3, 4 ...’ Group all the 1s together, then all the 2s (alternatively, keep participants in the original ‘1234’ groups).
Differentiation	Differentiation means ensuring that teaching practices support different abilities and needs. To meet students’ needs, teachers modify what is being taught, how it is taught, and how students demonstrate their learning.
Elicit feedback	Invite participants to share feedback in a training session.
Formative assessment	Including diagnostic testing, this is a range of formal and informal assessment procedures conducted by teachers during the learning process. Formative assessment helps teachers to see why the learner got a question right or wrong.
Gallery walk	A training technique. Fix pictures / flipcharts to the wall or floor, and walk around as a group to view and discuss them.
Inclusive education	Inclusive education is about identifying and removing barriers to all learners’ presence, participation and achievement in mainstream education.
Learning style	Refers to the preferential way students absorb, process, comprehend and retain information. People learn by seeing information (visual), by hearing (auditory), by doing and through movement (kinaesthetic). Many students have a dominant learning style, but most enjoy learning more if a blend of styles is used. Students benefit from encountering information in multiple forms.
Lesson objective	An objective explains what you want your students to be able to do by the end of each lesson. It is not the process or what you will teach. It ensures the lesson is focused clearly enough so that both students and teachers know what is going on.
On task	Focusing on a learning activity; not distracted.
Plenary	Session where all participants are engaged in one group.
Redirecting behaviour	Redirecting behaviour helps to address challenging behaviour before it escalates. It allows the teacher to guide students to behave better. This can be done using several techniques – including making clear statements on the behaviour that is expected (e.g. “you can request to speak by raising your hand”); using sudden silence to get students’ attention and quieten noise; and using ‘positive narration’ that praises focused students and acknowledges when students have changed their behaviour to be more cooperative.
Reactive classroom management	Reactive classroom management is how teachers respond to unwanted student behaviour. It is often referred to as <i>discipline</i> .
Risk	Exposure to danger, harm or loss (usually used in relation to child protection).
Summative assessment	Summative assessment evaluates student learning at the end of a teaching unit by comparing it against a standard. Summative assessment will tell whether a learner got a question right or wrong and if they met the learning objectives.
Think – Pair – Share	Ask participants to think about the task as an individual, then to discuss with a partner, and finally to share ideas with the whole group.

Appendix 3: Links to the NTCF

The NTCF and Module Learning Objectives

The table below shows the competencies in the National Teacher Competency Framework that are addressed in these modules.

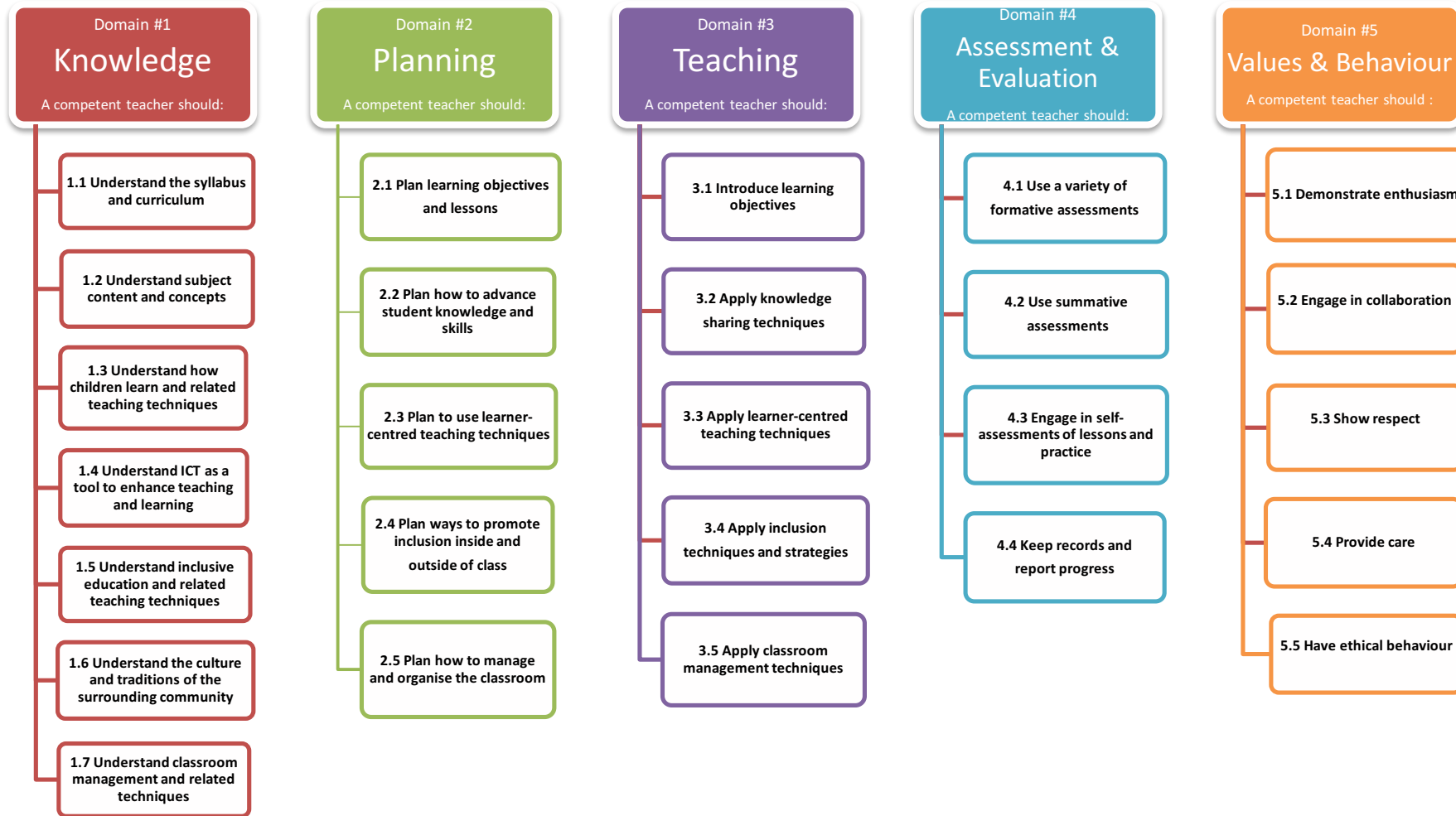
NTCF competency	Module		Learning Objective
2.1. Plan learning objectives and lessons	15	Plan and sequence lessons	Identify learning objectives.
2.1. Plan learning objectives and lessons	15	Plan and sequence lessons	Convert curriculum content into meaningful tasks.
2.1. Plan learning objectives and lessons	15	Plan and sequence lessons	Sequence lessons logically.
2.2. Plan how to advance student knowledge and skills	10	Use other resources	Identify resources available in your learning environment.
2.2. Plan how to advance student knowledge and skills	10	Use other resources	Choose resources useful for supporting all children's learning.
2.2. Plan how to advance student knowledge and skills	10	Use other resources	Use and adapt resources appropriately to support children's learning.
2.3. Plan to use learner-centred teaching techniques	12	Use Pairs or Groups	Select when to use group or pair work with your class.
2.3. Plan to use learner-centred teaching techniques	12	Use Pairs or Groups	Use both group and pair work to good effect.
2.4. Plan ways to promote inclusion inside and outside of class	2	Know & include all your learners	Understand the importance of inclusion and know what it means to include all learners.
2.4. Plan ways to promote inclusion inside and outside of class	2	Know & include all your learners	Describe barriers that excluded children face.
2.4. Plan ways to promote inclusion inside and outside of class	2	Know & include all your learners	Develop skills which will help you to minimise barriers to learning and create an inclusive classroom.
2.5. Plan how to manage and organise the classroom	1	Prepare your classroom for learning	Be able to identify actions to prepare your classroom for all learners.
2.5. Plan how to manage and organise the classroom	1	Prepare your classroom for learning	Understand the importance of preparing your classroom to welcome, value and respect all students.
2.5. Plan how to manage and organise the classroom	4	Classroom Management Part 1 Proactive	Create a strong classroom community through effective classroom management strategies.

NCTCF competency	Module		Learning Objective
2.5. Plan how to manage and organise the classroom	4	Classroom Management Part 1 Proactive	Use classroom organisation techniques and routines that promote student learning.
3: Delivery	9	Explain the lesson	Use explanation of lesson content to maximise student participation and learning.
3.1. Introduce learning objectives	8	Start and Finish Lessons Purposefully	Close lessons purposefully by reviewing and summarising.
3.1. Introduce learning objectives	8	Start and Finish Lessons Purposefully	Begin lessons purposefully with clear goals for learning.
3.1. Introduce learning objectives	8	Start and Finish Lessons Purposefully	Explain why lessons should be meaningful and relevant to student's lives.
3.1. Introduce learning objectives	8	Start and Finish Lessons Purposefully	Make connections between present and previous lessons/learning.
3.3. Apply learner-centred teaching techniques	11	Use questions	Describe different types and levels of questions.
3.3. Apply learner-centred teaching techniques	11	Use questions	Use different questioning techniques in the classroom.
3.3. Apply learner-centred teaching techniques	11	Use questions	Respond appropriately to student answers.
3.3. Apply learner-centred teaching techniques	13	Use activities	Explain the importance of using a range of activities in the classroom to support learning.
3.3. Apply learner-centred teaching techniques	13	Use activities	Use a range of activities in the classroom.
3.3. Apply learner-centred teaching techniques	13	Use activities	Select and adapt activities for different lessons and learners.
3.3. Apply learner-centred teaching techniques	14	Use differentiation for mixed ability	Recognise why and when differentiation is required.
3.3. Apply learner-centred teaching techniques	14	Use differentiation for mixed ability	Know and use various differentiation strategies.
3.3. Apply learner-centred teaching techniques	14	Use differentiation for mixed ability	Apply differentiation strategies to lesson content and tasks.
3.4. Apply inclusion techniques and strategies	3	Know your learners' families and communities	Explain the importance of shared partnership between parents, teachers, the school and the community for children's participation and learning.
3.4. Apply inclusion techniques and strategies	3	Know your learners' families and communities	Identify connections between schools, families and communities that already exist.
3.4. Apply inclusion techniques and strategies	3	Know your learners' families and communities	Use a variety of methods of engaging parents in children's learning and connecting school and community
3.5. Apply classroom management techniques	5	Classroom Management Part 2 Reactive	Create a strong classroom community through effective classroom management strategies.

NCTCF competency	Module		Learning Objective
3.5. Apply classroom management techniques	5	Classroom Management Part 2 Reactive	Use positive discipline to address unwanted behaviour.
4.1. Use a variety of formative assessments	16	Give useful feedback	Recognise the importance of giving feedback to students.
4.1. Use a variety of formative assessments	16	Give useful feedback	Have skills in using written constructive, face-to-face or verbal feedback, and positive feedback.
4.1. Use a variety of formative assessments	16	Give useful feedback	Understand how to construct feedback to make it useful for student learning.
4.1. Use a variety of formative assessments	18	Use assessment to improve learning	Recognise when instruction needs to be adapted, abandoned or enhanced.
4.1. Use a variety of formative assessments	18	Use assessment to improve learning	Develop skills to develop appropriate mid-lesson responses to students who not learning as expected.
4.1. Use a variety of formative assessments	18	Use assessment to improve learning	Be able to use assessment information to improve lesson plans.
4.2. Use summative assessments	17	Assess during learning	Match assessments/tests to learning objectives.
4.2. Use summative assessments	17	Assess during learning	Recognise evidence of learner's understanding.
4.2. Use summative assessments	17	Assess during learning	Use specific strategies to gain feedback from students.
5. Professional behaviour & values	6	Child Protection 1	Begin to apply this knowledge in the classroom and around the school.
5. Professional behaviour & values	7	Child Protection 2	Identify the kinds of protection risks that children may face in and around the school, including those posed by teachers, other children, and other school related personnel.
5. Professional behaviour & values	7	Child Protection 2	Take steps to prevent any form of abuse, bullying or violence in your classroom.
5. Professional behaviour & values	7	Child Protection 2	Take action to address classroom and school-based child protection issues.
5.3. Show respect	6	Child Protection 1	Explain children's rights and how these are linked to needs.
5.4. Provide care	6	Child Protection 1	Explain the physical, cognitive, social and emotional needs of children.
5.4. Provide care	7	Child Protection 2	Recognise behaviour which may indicate child protection issues in your classroom.
5.5. Have ethical behaviour	6	Child Protection 1	Describe the roles and responsibilities of teachers in protecting the rights and well-being of children.

Tanzania's National Teacher Competency Framework

The NTCF Domains are given below, with a selection of indicators on subsequent pages.



Domain #1: Knowledge

Competencies	Indicators (a competent teacher can answer questions about):
1.1 <u>Understand the syllabus and curriculum</u>	<ol style="list-style-type: none"> 1. the content and learning objectives of the syllabus for the subject(s) of specialisation 2. how the syllabus promotes progression and continuity 3. the relationship between topics and different subjects 4. how the syllabus relates to the broader curriculum
1.2 <u>Understand subject content and concepts</u>	<ol style="list-style-type: none"> 1. the subject matter being taught, including recognising common problems and misconceptions 2. how to effectively explain subject concepts and skills to pupils 3. how to relate the subject content to real life situations 4. relevant teaching and learning materials/resources 5. the subject beyond the standard being taught in order to support and challenge more able students 6. formative and summative subject-specific assessments
1.3 <u>Understand how children learn and related teaching techniques</u>	<ol style="list-style-type: none"> 1. children's cognitive development 2. different theories about how children learn 3. effective and interactive teaching techniques for large classes 4. effective teaching techniques for mixed ability classes 5. how to effectively use teaching and learning materials to enhance learning
1.4 <u>Understand Information Communication Technology as a tool to enhance teaching and learning</u>	<ol style="list-style-type: none"> 1. different types of Information Communication Technologies (particularly print and electronic media) related to teaching and learning 2. how Information Communication Technology (particularly print and electronic media) can facilitate effective teaching and learning 3. how teachers can keep their knowledge and skills up-to-date through Information Communication Technology
1.5 <u>Understand inclusive education and related teaching techniques</u>	<ol style="list-style-type: none"> 1. the concept of inclusive education 2. different types of marginalised groups (based on gender, ethnicity, extreme poverty, learning and physical disability, HIV/AIDS, orphans and street children) and how they are excluded from education 3. teaching methods and strategies that aim to include marginalised groups
1.6 <u>Understand the culture and traditions of the surrounding community</u>	<ol style="list-style-type: none"> 1. the context of the school (community values, cultural heritage, traditions, language) 2. how the surrounding context can positively and negatively affect teaching and learning 3. appropriate teaching strategies or methods for different kinds of cultural contexts
1.7 <u>Understand classroom management and related techniques</u>	<ol style="list-style-type: none"> 1. how classroom seating, layout and displays can positively affect learning 2. how positive interactions with students is helpful to learning 3. how managing students through fear (by carrying a stick, using caning, excessive shouting) is <u>not</u> helpful to learning 4. techniques to control class without harm (such as caning, physical and psychological punishments) 5. children's rights

Domain #2: Planning

Competencies	Indicators (a competent teacher is able to):
<u>2.1 Plan learning objectives and lessons</u>	<ol style="list-style-type: none"> 1. analyse learning objectives from the syllabus and use teacher’s guides, textbooks and supplementary materials to develop a scheme of work and lesson plans 2. develop lesson plans with specific lesson objectives, multiple teaching methods (including inclusion strategies and classroom management strategies), student activities and assessments 3. prepare lesson notes that include a clear introduction, explanations, activity details and extra exercises for the content being taught
<u>2.2 Plan how to advance student knowledge and skills</u>	<ol style="list-style-type: none"> 1. prepare a variety of explanations and examples for the concepts, knowledge and skills being taught 2. plan how to connect new concepts to previous learning and real life situations/examples 3. prepare teaching aids by using locally available and affordable resources 4. plan how to use different resources to facilitate interactive learning (real-life objects, made-objects, pictures, print media like newspapers, teaching aids, electronic media like radios, textbooks, reference books, supplementary books) 5. involve learners in the collection and use of appropriate teaching and learning materials
<u>2.3 Plan to use learner-centred teaching techniques</u>	<ol style="list-style-type: none"> 1. plan to use students’ prior knowledge (gained from school and real life) in the teaching process 2. plan to use teaching strategies for mixed abilities (such as grouping students by ability and differentiating groups by level of support given, resources used or tasks to complete) 3. plan to use interactive activity-based teaching methods for large classes (such as grouping students to simultaneously engage in activities such as debate, role play, games, etc.)
<u>2.4 Plan ways to promote inclusion inside and outside of class</u>	<ol style="list-style-type: none"> 1. identify the learning challenges of all students 2. assess whether challenges are related to characteristics of marginalisation (such as gender, ethnicity, extreme poverty, learning and physical disability, HIV/AIDS, orphans and street children) 3. develop inclusion strategies to address the learning challenges of all students, especially those from marginalised groups
<u>2.5 Plan how to manage and organise the classroom</u>	<ol style="list-style-type: none"> 1. plan where and how students should be seated in the classroom 2. organise the classroom so that teaching aids and/or materials are displayed in the room 3. plan positive reinforcement strategies that motivate students to participate and stay in school (such as student and group recognition) 4. plan to engage students in developing and practicing <i>classroom rules</i> to manage student behaviour (for example, students must respect each other, one person speaks at a time, class must be silent after counting to three, students are rewarded if they follow the rules, students sit in the front if they break the rules, etc.) 5. plan to engage students in developing and practicing <i>classroom routines</i> to manage student behaviour (for example, routines for forming groups, assigning group leaders, doing group activities, handing in work, finishing the lesson, etc.)

Domain #3: Teaching

Competencies	Indicators (a competent teacher is able to):
<u>3.1 Introduce learning objectives</u>	<ol style="list-style-type: none"> 1. set-up the lesson with a warm-up activity if appropriate (such as songs, games, questions, etc.) 2. review of previous learning (ask questions about what students have learned, what they remember, what they liked, etc.) 3. state the topic of the lesson and how it is related to previous learning 4. state the new skills or knowledge that students will have by the end of the lesson
<u>3.2 Apply knowledge sharing techniques</u>	<ol style="list-style-type: none"> 1. clearly present explanations and examples for the concepts, knowledge and skills being taught 2. link new concepts to previous learning and real life situations/examples 3. effectively use different resources to facilitate learning in each lesson (real-life objects, made objects, pictures, print media like newspapers, teaching aids, electronic media like radios, textbooks, reference books, supplementary books) 4. link topics to the next stage of learning and future lessons 5. summarise what has been taught at the end of every class
<u>3.3 Apply learner-centred teaching techniques</u>	<ol style="list-style-type: none"> 1. effectively use different interactive activities to facilitate learning within a lesson (such as games, role play, songs, debates, observing objects, making objects, problem-solving, exercises, etc.) 2. effectively use techniques to address mixed abilities (for example, peer teaching, individual coaching, differentiating groups for giving different levels of support, resources to be used or tasks to complete) 3. ask students a range of questions about the topic (some simple, some complex, some with multiple answers, some with one answer) and adjust lesson according to student understanding 4. encourage students to ask questions about the topic (for clarification, further knowledge, out of curiosity, etc.) 5. provide students ample opportunities to practice new skills 6. come to class on time and use the entire period effectively
<u>3.4 Apply inclusion techniques and strategies</u>	<ol style="list-style-type: none"> 1. create a classroom atmosphere of mutual respect and acceptance amongst students (for example, eliminate teasing, demand equal sharing of resources, have students help each other and make students free to express themselves, etc.) 2. challenge stereotypes and discriminatory gender norms through words and actions 3. employ tactics that support learners whose first language is different from the language of instruction 4. adapt teaching techniques, materials and the classroom environment for students who have disabilities (visual, hearing or intellectual impairments) 5. ensure that assistive devices are provided to students with disabilities by liaising with the head teacher and other stakeholders 6. provide counselling and pastoral care to orphans and vulnerable children 7. engage parents/guardians to support students (particularly those without learning materials and with high rates of absenteeism)
<u>3.5 Apply classroom management techniques</u>	<ol style="list-style-type: none"> 1. correct students' mistake without embarrassment or punishment (and provide extra support if needed) 2. effectively use different types of positive reinforcement for good work and effort (such as clapping, praise, awards, recognition) 3. use <i>classroom rules</i> to manage student behaviour (for example, students must respect each other, one person speaks at a time, class must be silent after counting to three, students are rewarded if they follow the rules, students sit in the front if they break the rules, etc.) 4. use <i>classroom routines</i> to manage student behaviour (for example, routines for forming groups, assigning group leaders, doing group activities, handing in work, finishing the lesson, etc.) 5. manage students without an over-reliance on fear tactics (such as carrying a stick, caning, excessive shouting)

Domain #4: Assessment and Evaluation

Competencies	Indicators (a competent teacher is able to):
4.1 <u>Use a variety of formative assessments</u>	<ol style="list-style-type: none"> 1. design and administer low-stakes assignments, quizzes and homework to gauge student understanding 2. mark assignments (use peer marking for large classes) and give students constructive feedback (written and verbal) on their progress 3. use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support accordingly
4.2 <u>Use summative assessments</u>	<ol style="list-style-type: none"> 1. design appropriate end of term and annual exams to evaluate student learning against the syllabus 2. mark assessments and give students constructive feedback (written and verbal) on their progress 3. use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support accordingly
4.3 <u>Engage in self- assessments of lessons and practice</u>	<ol style="list-style-type: none"> 1. review completed lessons and reflect on how future teaching plans, strategies and practices can be improved 2. engage in action research on specific techniques/topics in order to refine teaching methods and plans 3. have head teachers, mentor teachers and colleagues observe their classes and use feedback to improve practice 4. use feedback from students to improve practice (use a suggestion box, exam results, verbal feedback)
4.4 <u>Keep records and report progress</u>	<ol style="list-style-type: none"> 1. prepare accurate progress records and a student database 2. keep a portfolio bag to store all records, lesson plans, materials, evidence of competencies, etc. 3. share formative and summative assessment results with the head teacher, parents and guardians 4. ensure that reporting is transparent, accurate and done on a regular basis

Domain #5: Professional Values and Behaviour

Competencies	Indicators:
<u>5.1 Demonstrate enthusiasm</u>	<p>An enthusiastic teacher:</p> <ol style="list-style-type: none"> 1. is excited about teaching and makes students interested in their lessons 2. participates in academic and professional development activities to improve her/his knowledge and skills 3. engages in independent learning to keep her/his knowledge and skills up-to-date 4. volunteers their extra time (to supervise extra-curricular activities, to help students, to help colleagues)
<u>5.2 Engage in collaboration</u>	<p>A collaborative teacher:</p> <ol style="list-style-type: none"> 1. works with colleagues to share ideas, cover classes and give feedback on practice 2. participates in school development planning, implementation and follow-up 3. shares information with parents about their students' progress and needs 4. develops relationships with education stakeholders to mobilise activities and resources needed to improve students' progress
<u>5.3 Show respect</u>	<p>A respectful teacher:</p> <ol style="list-style-type: none"> 1. speaks respectfully to and about students, colleagues and community members 2. copes with criticism and disagreement in constructive ways 3. respects oneself and maintains self-discipline 4. promotes values upheld by society
<u>5.4 Provide care</u>	<p>A caring teacher:</p> <ol style="list-style-type: none"> 1. develops caring relationships with students and fellow teachers so that they feel free to approach him/her with problems 2. facilitates students' social, spiritual, moral, emotional and citizenship development 3. shows an understanding of students' physical changes and provides relevant guidance and counselling
<u>5.5 Have ethical behaviour</u>	<p>An ethical teacher:</p> <ol style="list-style-type: none"> 1. adheres to the Teachers' Professional Code of Conduct 2. ensures fairness and justice in administering and marking students' work 3. ensures confidentiality and safe storage of information 4. does not abuse or harass students, parents or colleagues 5. shows an understanding of the national constitution and promotes adherence to national laws