



Ministry of Education, Science and Technology

National Reading Programme

Teacher Training Facilitator's Guide

December 2016

National Reading Programme

Teacher Training Facilitator's Guide



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Abbreviations

AP	Alphabetic Principle
EGRA	Early Grade Reading Activity
ISH	Infant Section Head
MoEST	Ministry of Education, Science and Technology
NRP	National Reading Programme
PA	Phonemic Awareness
PEA	Primary Education Advisor
TG	Teacher's Guide
TOI	Teacher Observation Instrument
TTFG	Teacher Training Facilitator's Guide

Preface

The Ministry of Education, Science and Technology (MoEST) recognises that learning to read and write is a cornerstone of providing learners with a quality education. Given the role that reading and writing play in education, as well as the lifelong benefits of literacy, learning to read in the early primary grades is a critical goal for Malawi's education system. Providing all children in Malawi with excellent reading instruction, and the materials they need to learn to read, is fundamental not only to their completion of the basic education cycle, but also to their future personal, academic and social success. Moreover, the MoEST is committed to helping all children learn to read—girls and boy including those with special needs.

Results from both the Southern and Eastern Africa Consortium for Monitoring Educational Quality and the Monitoring Learning Achievements have revealed that many children in Malawi are unable to read even after spending five to six years in school. These revelations point to the dire need to improve reading instruction and reading outcomes to achieve the goal of universal primary education.

The United States Agency for International Development, the Department for International Development and the government of Malawi, through the MoEST, are collaborating to implement a National Reading Programme (NRP). This reading programme aims to improve early grade learners' literacy skills. Central to achieving this goal is building teachers' capacity to teach foundational reading skills that are key for successful reading and comprehension abilities needed for learning content across the curriculum. The NRP introduces teachers to effective reading instruction through the five essential components of phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension. The NRP also includes oral language development and writing as part of reading instruction.

The NRP aims to provide teachers and head teachers with training in how to better teach children in the early primary grades to read and write in Chichewa and English. The NRP focuses on strengthening teachers' skills and knowledge of how to teach literacy by providing them with opportunities for training and ongoing professional development through coaching.

The MoEST encourages all of those involved in this effort—Primary Education Advisors, teachers, head teachers and others—to fully engage in the trainings and ongoing activities to support improved literacy. It is only through everyone's hard work and commitment that we will realise the important goal of ensuring that all Malawian children can read and write.

Message to Teachers, Head Teachers, and Facilitators

Acknowledgements

We first thank our teachers for your willingness to continue to engage in professional development for the benefit of Malawi's children and our future. We also thank facilitators for your willingness to take on a leadership role as we continue to train our teachers. We all agree that the success of this programme relies on the knowledge and expertise of teachers on the ground. For facilitators, information in the Teacher Training Facilitator's Guide (TTFG) will inform your ability to deepen and expand the instructional skills and practices that were introduced to teachers in the nationwide teacher training implemented in August 2016. For teachers, this training is designed to refresh and expand your teaching practices with a focus on areas that may present challenges in the classroom.

NRP Monitoring Activity

Areas of focus included in this training were identified and prioritized according to data collected during teacher observations in rural and urban schools in all six Education Divisions in Malawi.

The team visited schools to observe teachers teaching English and Chichewa lessons in Standard 1. The team used the NRP Teacher, Class and School Observation Instrument¹ (TOI) when conducting these observations. After observing a teacher's lesson, monitors provided the teacher with positive reinforcement and actionable feedback by using the newly implemented coaching model. Most importantly, monitors invited teachers to share the challenges they encounter when using the Standard 1 Chichewa and English Teacher's Guide (TG) and Learner's Book with their learners. Monitors also asked teachers to share concerns related to school leadership and the community, such as large class size, absenteeism of learners, and delivery of Learner Books into the hands of the children. At the end of the monitoring exercise, each monitoring team submitted a summary of their data.

NRP Monitoring Findings

- ***Evidence of Effective Teaching***

The team reported that components of effective teaching are occurring in Standard 1 Chichewa and English lessons at urban and rural schools across Malawi. Some teachers engage in advanced lesson planning by gathering realia, planning for cooperative learning, creating posters, letter cards, syllable cards, and word cards that support learning and contribute to a print-rich environment. In some schools, teachers are using cooperative learning practices to instruct, manage, and check understanding of learners in very large classes. Some teachers offer explicit instructions so expectations for learner participation are clear. Others use each step of the I Do, We Do, You Do model to fully support learners' acquisition of literacy. Many teachers call on girls and boys equally and many adapt practice for learners with special needs.

¹ The TOI is included in Appendix I of the Teacher Resource Handbook.

- *Teacher Training Focus*

The team reported that while it is clear that evidence of effective teaching is occurring in all education divisions, mastery of some methods, content, and strategy is yet incomplete. This training includes strategies and activities that will extend and expand teaching practice through the following:

1. Planning lessons to support understanding, engagement, management, and a print-rich environment.
2. Harnessing the teaching power embedded in each step of the I Do, We Do, You Do to increase learning.
3. Promoting understanding, comprehension, and critical thinking through observing, recording, and responding to learner performance.
4. Building a toolkit of management strategies to respond to learner behaviors, communicate expectations, and create a risk-free learning environment with classes of all size.
5. Creating and maintaining child-friendly safe learning spaces in classrooms and schools that welcome and support all learners.

(Note: These strategies and activities are not listed in priority order or in the order in which they appear in the training.)

Professional Development of Teachers: The role of Coaches and Head Teachers

Activities in this training are critical to professional development of teachers. Equally critical is the continuous support Coaches will provide to teachers in the field. PEAs, Key Teachers and Infant Section Heads (ISH) are trained, ready, and willing to support teachers through collaborative, respectful, pre-arranged, lesson observations. The role of Head Teachers is also critical as they must establish and maintain a professional environment conducive to giving and receiving feedback that supports teachers.

The observation procedure will follow three steps. The first step is a Pre-Lesson Conference in which the Coach and Teacher meet to discuss the lesson. This is the teacher's opportunity to communicate areas of difficulty s/he experiences in daily practice. It is the role of the Coach to listen carefully as the teacher speaks, to offer actionable feedback specific to the teacher's difficulties, to provide encouragement, and to seek permission from the Teacher if a new strategy is to be modeled during the lesson.

The second step is the lesson observation. The Coach will be sure to power off his/her cell phone, and to sit in a place that will not disrupt the class. If the Coach and Teacher have agreed, the Coach may respectfully, discreetly, signal to the Teacher to step in to the lesson to model a strategy. After modeling, the Coach will return the class to the Teacher. The Coach will use the TOI to collect information during the lesson.

The third step is the Post-Lesson Conference. The Teacher and Coach will meet *privately* to discuss the lesson together. To begin this conference the Teacher will communicate the strengths of her/his lesson, and those areas s/he feels need improvement. The Coach will

describe the strengths of the lesson from her/his own perspective and follow with actionable feedback specific to the Teacher's needs.

Willingness of the Coach and Teacher to trust and respect each other as colleagues is critical to coaching success. Teachers must know that the NRP is designed to provide them with support through trainings during the school holidays and continued opportunities for professional development during the school term. To achieve this, the official roles of PEAs, Key Teachers, and ISH have expanded to include providing frequent coaching support to teachers on site with the help they need to continue to grow as teachers.

Contents of the Teacher Trainer Facilitator's Guide (TTFG)

- A daily schedule, including training objectives and content of the day's training
- Activities to build participants' knowledge and help them acquire and master the skills mentioned above
- The TOI for review and practicum preparation on Day 4
- Instructions for the teaching practicum on Day 5
- References to the Teacher Resource Handbook containing materials to support this TTFG
- Guidance on how to evaluate the extent of participants' understanding of the topics covered in the training by using pre- and post- training surveys as well as daily activities such as conducting debriefings and exit slip activities.

Contents of the Teacher Resource Handbook

Each participant will receive the Teacher Resource (TR) Handbook on the first day of training. The TR Handbook contains all materials participants need to complete the activities in the TTFG. Participants are encouraged to write on the charts, graphic organizers and other pages of the TR Handbook as necessary. The TR Handbook is designed to decrease the time facilitators need to spend preparing training materials so that they can devote their preparation time to becoming familiar with daily activities they will be conducting. The TR Handbook is also designed to enhance participants' engagement in learning and ensuring they have materials to refer to once they are back at their schools.

Teaching Practicum

Since a teaching practicum will be conducted on Day 5, you will need to do the following in advance.

Preparation

- As learners will be on holiday during the training period, arrange with the relevant structures of the school and community to have 80 learners from surrounding villages come to school for the practicum (40 girls, 40 boys, including learners with special needs). The practicum will begin with a Chichewa lesson, followed by a short break for learners, and then end with an English lesson.
- Communicate times for the practicum so that parents and learners know when the activity begins and when parents can expect learners to arrive back home. Inform learners that they will remain for two lessons, one Chichewa lesson and one English lesson.
- Arrange for two classrooms at the centre school because two teaching practica will be conducted at the same time. Each classroom should be large enough to accommodate 40 learners (20 girls and 20 boys) and half of the participants (12-15 adults).
- As part of lesson preparation, allow the two teachers from Groups A and B who will teach first to enter the classrooms before the learners to prepare the learning environment.
- More information regarding the teaching practicum is included in Days 4 and 5.

Program

- When the Chichewa lesson is over the first teacher will lead learners in a series of games, songs, and other activities allowing the teacher of the English lesson to prepare the classroom for the next lesson.
- All participants will prepare one Chichewa lesson and one English lesson. On the morning of the practicum teachers will be chosen at random to teach one of the lessons. This means that 4 teachers will be chosen: two will teach a Chichewa lesson and two will teach an English lesson.
- On Friday morning the facilitator will select one teacher to implement the Chichewa lesson in Group A and one teacher to implement the English lesson in Group A. All remaining participants assigned to Group A will observe the lessons, recording instructional strengths and areas for improvement. They will use the TOI to record their observations. Repeat the logistics for Group B.
- Participants will have time on Day 4 to prepare their lessons. Notify participants that they might need to devote evening hours on Thursday to lesson preparation.

Tips for Teacher Training Facilitators²

- It is important that you, as the facilitator, model best practices in content delivery. When modeling best practices, you increase participants' engagement and demonstrate the practices trainers and teachers need to implement during subsequent trainings and in the field.
- For Master Trainer and TOT Trainings, carefully explain the purposes of the TTFG and TR Handbook. Demonstrate how activities in the TTFG connect to activities and resources in the TR Handbook.
- Make sure everyone has a copy of the TR Handbook before you begin.
- Be fully prepared by reading through activities before facilitating those activities. Model lesson preparation by thinking of creative ways to enhance or improve the activities.
- Manage your pacing of activities by using the time allotted for each activity to ensure that all activities are covered. You will be modeling effective lesson preparation and classroom management, both of which contribute to effective pacing.
- Use your discretion in time allocation for activities. When participants struggle, allot more time. When participants are confident, decrease time.
- At the start of the training, let participants know that use of derogatory stories or jokes and demeaning expressions against girls/women and boys/men and people with disabilities will not be tolerated in the training. Make sure to remind them of this norm throughout the training.
- Create a safe learning environment by letting participants know that when we learn, we all make mistakes; making mistakes is an important part of learning.
- During activities, make sure to move around the room to offer support and provide guidance. Model checking for understanding by asking questions such as the following: "Why do you say that?", "Can you explain your thinking?", and "How do you know?" Model the use of positive reinforcement by praising participants for their efforts and not just their successes. Throughout the training, call upon participants to demonstrate various positive reinforcement techniques they use with their learners. This will increase the number of positive reinforcement techniques participants will know.
- Be aware of which participants are actively participating and those who may need extra encouragement and/or support. Let participants know that we want to hear the ideas and contributions of everyone at the training. Make sure both women and men are actively participating and that both have opportunities to be group leaders, etc.
- When facilitating group work, the maximum size of each group should be 5-6 participants. Model managing group work by clearly stating expectations for participation.

² Adapted from *Nigeria Reading and Access Research Activity Training Manual*

- Make sure participants have opportunities to work with different peers when doing group activities each day.
- Understand the *I Do, We Do, You Do* model (also known as the Gradual Release of Responsibility Model) and use it when facilitating activities.
- Reflect on accomplishments and challenges at the end of each day. Use participants' responses on the exit slips and your informal observations to inform how you will tailor support for the next day of training.

National Reading Programme Teacher Training

DAY 1

Training Calendar Agenda

Time	Activity
8:00 – 8:30	Welcome and Introductions
8:30 – 8:45	Registration and logistics
8:45 – 9:05	1.1 Pre-Training Survey
9:05 – 9:10	1.2 Training norms and expectations
9:15 – 9:17	1.3 Day 1 Objectives
9:17 – 9:45	1.4 Teachers' perspectives and common challenges
9:45 – 10:15	1.5 Compare common challenges to NRP Monitoring findings and recognize effective practices
10:15 – 10:30	Tea
10:30 – 12:00	1.6 Safe Learning Spaces: Gender equitable teaching
12:00 – 1:00	Lunch
1:00 – 1:30	1.7 Introduction to New Chichewa TG Part I: compare/contrast full and compact scripts
1:30– 2:30	1.8 Introduction to New Chichewa TG Part II: Identify components of reading and new content in lessons; identify similar lesson structures
2:30 – 3:00	1.9.1 Introduction to Chichewa TG Part III: Lesson 10, Assessment and Supplementary Readers
3:00 – 3:15	Tea
3:15 – 3:50	1.9.2 Introduction to Chichewa TG Part III: Lesson 10, Assessment and Supplementary Readers
3:50 – 4:00	Consolidation

Welcome and Opening Statement

Facilitator's Note: The training begins with a very ambitious Day 1 agenda. Activities 1.7–1.9.1 are extremely important and may take more time to conduct than is allotted. Please be advised when one day's activities spill over into the next day, the facilitator can adjust as necessary. Day 4 devotes a great deal of time to practicum preparation. Therefore, as one day spills into the next, keep in mind that on Day 4 you can reduce the time devoted to practicum preparation in order to accommodate activities that have been pushed forward. In addition, please use the designated pages in the TR Handbook for recording information *rather than creating charts*. This measure will save considerable time and also create a resource that teachers can take with them to the field.



Welcome participants to the National Reading Programme Teacher Training. Thank participants for their participation in this very important endeavor to improve young children's reading skills through professional development of teachers.

Introduce the speaker who will deliver the opening statement.

Explain the registration process and other logistical issues as necessary. Announce that after returning from registration, participants will complete a pre-training and post-training survey.

Activity 1.1: Pre-Training Survey

Duration: 20 minutes



Distribute the pre-training survey and explain that the pre- and post- training surveys will be collected and analyzed to determine the effectiveness of the training. Tell participants that they have 15 minutes to complete the survey.



Please complete the information at the top of the survey. This is the Pre-Training Survey. Please tick the box that indicates that this is the Pre-Training Survey now. After ticking the box you may begin. When you finish please raise your hand and I will collect your survey.



Collect the pre-training surveys and keep them in a safe place. Bundle the Pre-Training Surveys so that when you collect the Post-Training Surveys the forms will be separate. When the training is finished, District Coordinators will be responsible to collect all pre- and post-surveys in their districts.

Activity 1.2: Establishing Training Norms and Expectations

Duration: 10 minutes

Ask for one participant to lead the group in establishing Workshop Norms and Expectations (be sure that they include silencing of cell phones). Record Norms and Expectations on a chart and post at the front of the room.

Activity 1.3: Day 1 Learning Objectives

Duration: 2 minutes



By the end of Day 1 you will be able to:

- Share challenges you face in the field regarding the materials and practices of the

NRP with your colleagues

- Compare the challenges you have identified with those identified in the NRP Monitoring report
- Share your successes when implementing the NRP with your learners and learn about successes identified in the NRP Monitoring report
- Describe teaching practices that are gender-equitable or gender-biased
- Describe differences between full and compact scripts in the Chichewa TG
- Identify the components of lessons 1-8 in a Chichewa unit
- Identify the components of lessons 9-10 in a Chichewa unit

Activity 1.4: Teachers' Perspectives and Challenges

Duration: 28 minutes

Learning Objective: At the end of this session you will be able to describe challenges teachers faced in the first three months of implementing the NRP.



Assign participants to groups.



Often teachers feel quite isolated in the field as they have little opportunity to interact with colleagues in other classes, schools, or educational divisions. When we share the challenges we are facing, we learn that we are not alone in our experiences. Sharing our challenges also allows us to arrive at solutions together by sharing our strategies and ideas for addressing difficulties. In this activity please share how you are faring with literacy instruction on a daily basis.



Ask participants to take 15 minutes to discuss their challenges when implementing the NRP. Ask them to record their challenges on chart paper. After 15 minutes ask groups to post and then present their lists.



After all groups have presented their lists, post a chart labeled COMMON CHALLENGES and ask participants to identify common challenges named by all or most of the groups. Write these common challenges on the chart.



Now I will read each of the common challenges we have identified. After I read each challenge, please stand if you have experienced this challenge.



SAY:

Identifying challenges is the first step in finding solutions. The remainder of this week will be devoted to finding solutions to the challenges. We will also identify successes that teachers have experienced.

Activity 1.5: Compare Common Challenges to NRP Monitoring findings and celebrate effective practices

Duration: 30 minutes

Learning Objective: At the end of this session you will be able to describe common challenges faced by teachers nationwide and recognize colleagues' effective teaching practices

Activity 1.5.1



DO:

Refer participants to page 1 in the TR Handbook. Ask a volunteer to read the list of challenges identified by the NRP Monitoring Team. Direct participants to the Venn diagram on page 1 of the TR Handbook. Direct participants to work in groups to compare and contrast the list of Common Challenges and the findings of the NRP. Allow 10 minutes for group work.

Reconvene in plenary and ask 1-2 volunteers to explain why there may be differences between teachers' perspectives and monitors' observations. Allow no more than 5 minutes for this discussion.



SAY:

Although this training attempts to address the major areas of need identified by teachers it cannot address them all because of time constraints. Challenges identified by teachers that are not addressed at this training will be addressed in subsequent trainings. Professional development is an ongoing process that will continue to address our needs and strengthen our practices.



DO:

Refer participants to page 2 in the TR Handbook. Explain that the NRP Monitors also observed and reported many teachers' strengths during their observations and that we will now discuss these strengths.



SAY:

Teacher trainings necessarily focus on challenges that we face so that we can find new solutions and strengthen our skills. It is very important, however, that we recognize and celebrate our successes and strengths too. Now I will read the strengths one by one. Please stand if I read a strength that you have experienced.



DO:

If participants are reluctant to stand to take credit for their strengths, encourage them to do so. Tell them that you are certain there are teachers who have achieved effective practice and that, as professionals, it is important for us to recognize our achievements. Once you have read the entire list, ask participants to celebrate each other with a round of applause.

Facilitator's Note: Be sure to allow 15 minutes for this activity. Adult learning principles tell us that teachers must feel respected and appreciated for their important work.

Activity 1.6: Safe Learning Spaces: Gender Equitable Teaching

Duration: 90 minutes

Learning Objective: By the end of this session you will:

- 1) understand the key elements of child-friendly Safe School Spaces (gender-equitable and inclusive teaching that includes the use of positive reinforcement and positive discipline),
- 2) understand how daily teaching-learning practices can be gender-equitable, and
- 3) recognize how the key elements of child-friendly Safe School Spaces are connected to Malawi's National Education Standards.

Facilitator's Note: For Activity 1.6.2 you need to prepare one flip chart with the Group 1 table from page 3 of the TR Handbook and a flip chart with the Group 2 table page 4 of the TR Handbook.

Introduction: (5 mins)



SAY:

Under the National Reading Programme, we want all our learners to learn how to read and write in Chichewa and English. For this to happen, we need to make sure that our classrooms and schools are child-friendly safe learning spaces.



DO:

Ask a few participants to define what they think a child-friendly safe learning space is. Once you have heard something similar to "*a classroom and school where all children feel that they are safe to participate fully in learning,*" move on.

Ask participants what is the connection between a learner feeling safe in class and when at

school and her or his ability to learn. Once you have heard something similar to the following two ideas, you can move on:

- 1) “*learners who feel safe and secure in class and at school can **learn more effectively** than learners who feel unsafe*” **and**,
- 2) “*learners who feel safe and secure **enjoy learning more** than learners who feel unsafe*”.



During this training we will focus not only on how to effectively teach learners how to read and write but also on key elements that ensure our classrooms and schools are child-friendly safe learning spaces. Today we will discuss gender-equitable teaching practices as a key element of safe learning spaces. Tomorrow we will discuss inclusive teaching practices as another key element of child-friendly safe learning spaces. On Thursday we will discuss positive discipline within physically safe learning spaces as another key element. If you think back to the teacher training for term one in August 2016, you may remember that we also discussed issues related to gender, positive reinforcement, and meeting the needs of diverse learners. We will continue to deepen our understanding of these important issues during this teacher training session and during all future teacher training activities. Let us begin with our first activity.

Activity 1.6.1 (25 mins)



Creating and maintaining child-friendly, safe learning spaces for learners begins with us, as teachers, understanding and knowing ourselves. It is important to think how our cultural, religious, and family backgrounds affect our practices. These life experiences shape our thoughts and attitudes regarding how we interact with and treat the boys and girls we teach. These life experiences greatly affect how we behave as teachers.

Think (5 mins)



Ask participants to turn to page 2 in the TR Handbook.



When you were a child, think about what was said by adults and children about girls' academic performance.

- How were girls expected to perform academically?
- If you heard the statement, “she is acting like a boy” in terms of academic performance, what did this mean? What was this girl doing in class? Be specific.
- How do you think people's expectations of girls' academic performance affected different girls' ability to stay in school and do well in school?

Take 2 minutes to write down your ideas in your notebook.



Ask participants to write down their ideas in their notebooks.



Now think about boys. When you were a child, think about what was said by adults and children about boys' academic performance.

- How were boys expected to perform academically?
- If you heard the statement, "he is acting like a girl" in terms of academic performance, what did this mean? What was this boy doing in class? Be specific.
- How do you think people's expectations of boys' academic performance affected different boys' ability to stay in school and do well in school?

Pair (10 mins)



Ask participants to share their thoughts in pairs. Tell them they have 10 minutes.

Share (10 mins)



Ask a few participants to share their responses in regards to girls' academic performance. Write those ideas on the flip chart.

Then ask a few participants to share their responses in regards to boys' academic performance. Write those ideas on the flip chart.

Now ask participants how these ideas affect a boy and his learning as well as a girl and her learning. Once they have shared thoughts about the negative impact on boys' and girls' learning, point out that this is how issues of gender apply to boys **and** girls. Gender issues are not just issues that negatively affect girls. Gender issues can also be issues that negatively affect boys as well. As teachers, we need to be mindful of ways that **boys and girls** can be negatively affected by what we say. Now we are going to turn to thinking about the teaching practices we use everyday.

Activity 1.6.2: (30 mins)

Step 1: Introduction (10 mins)



Before we begin the activity on our teaching practices, let's review what we mean when we talk about gender-biased teaching practices.



Ask a few participants to share their ideas on what gender-biased means when we talk about teaching practice. Move on once participants have mentioned something similar to the following idea: gender-biased teaching practices means that teacher favors and/or supports either girls far more than boys or that the teacher favors and/or supports boys far more than girls.

Ask a few participants to share their ideas on what gender-equitable means when we talk about teaching practice. Move on once participants have mentioned something similar to the following idea: gender-equitable teaching practices means that the teacher supports girls and boys equally and fairly. If there are far more boys than girls (or far more girls than boys), the teacher would give opportunities to learners in an equitable way based on the proportion of girls and boys.

Facilitator's Note: Gender-equity means fairness in treatment of girls and boys, according to their respective needs. For example, if society or parents in a community say girls should be quiet and passive, most of the girls will likely need more encouragement and support than most of the boys to ask questions and be active in class.

Step 2: Think about teaching practices in small groups (5 mins)



Think about your practices and those of your fellow teachers. You will work in small groups. There will be two types of group. Half of all the groups will be called Group 1 and the other half of groups will be called Group 2. Group 1 will look at pages 3. Group 2 will look at page 4. You will see two charts: One for group 1 and another for group 2. Each group will now fill out their table by writing one example in each empty box. You will have 5 minutes to fill in your chart.

Step 3: Groups share their thoughts on teaching practices with each other (10 mins)



Once all groups are done, pair each Group 1 with a Group 2. Each pair of groups will work together to share their responses. Each group in the pair will have 5 minutes to share their examples and explain why they think that each teaching practice is either gender-equitable or gender-biased.

Keep time. Walk around the room while the groups are sharing. Let the Group 1s know when five minutes is up and it is now time for Group 2 to share. Once the Group 2s have had 5 minutes, let everyone know that you will now be in plenary to share your ideas.

Step 4: In plenary, share thoughts on teaching practices



Now that you have all had a chance to discuss these teaching practices, can each group give one example for each teaching practice? As we fill the charts, only mention what other groups have not mentioned.

Facilitator’s Note: Here are some examples of gender-equitable and gender-biased teaching practices that participants may mention. These examples are for your reference only. Participants do not need to copy these down.

Teaching practices	Gender-equitable	Gender-biased
Assigning class leaders and group leaders	<ul style="list-style-type: none"> • The teacher assigns leadership roles to girls and boys equally or proportionately if there are many more girls than boys or many more boys than girls. 	<ul style="list-style-type: none"> • The teacher chooses only boys or only girls to be class or group leaders
Giving feedback and supporting learners	<ul style="list-style-type: none"> • The teacher is fair and consistent when giving consequences to girls and boys for misbehaviour. 	<ul style="list-style-type: none"> • The teacher responds differently to similar behaviors from girls and boys.
Distributing textbooks	<ul style="list-style-type: none"> • The teacher gives books or learning resources fairly to groups consisting of boys and girls equally or equitably (if there are more girls than boys or boys than girls). • The teacher gives clear instructions to class leaders and models equal and fair access to books or learning resources for all learners, regardless of gender, educational performance, learners’ wealth or popularity, or any other differences. 	<ul style="list-style-type: none"> • The teacher lets the learners “scramble” for books with the stronger, more aggressive learners getting the books. This would likely mean more boys than girls would get to use the books. • The teacher lets the class leaders distribute the books and the class leaders give the books to their friends – girls to girls and boys to boys. • The teacher gives books to “clever” male learners, while the other female learners do not get to use the books (or the reverse if the girls are the “clever” learners).

Seating arrangement	<ul style="list-style-type: none"> • The teacher gives girls and boys equal opportunities to sit in the front and to sit at the desks, regardless of their academic performance. • The teacher assigns girls and boys with hearing or sight impairments to always sit at the front of the class near the teacher. • The teacher rotates seating assignments to assure learners have equal opportunities to sit at the better desks or seats in the class. • If there are a limited number of desks and seats in a classroom, the teacher creates a fair system for learners to use them. Teachers assign girls and boys in such a way that the teacher can support all learners in the classroom. 	<ul style="list-style-type: none"> • The teacher assigns boys who perform well academically to sit at the desks and girls who do not perform well must sit on the floor. • The teacher allows learners to scramble for the few desks or the best seats in the classroom. Since boys are likely to be more aggressive than many of the girls, boys usually sit at the best desks or seats. • The teacher has the best male learners sit together at the front of class while the academically weaker female learners sit at the back (or the reverse if the girls are the best learners in the class).
Classroom chores	<ul style="list-style-type: none"> • Teachers assign chores to girls and boys equally. Teachers use a class roster to track who has done what chore and how often. 	<ul style="list-style-type: none"> • The teacher assigns learners classroom chores based on whether they are “girl’s chores” such as sweeping and “boy’s chores” such as cleaning the board.
Disciplining learners	<ul style="list-style-type: none"> • The teacher has a clear set of rules and consequences for inappropriate behavior that is the same for both girls and boys. • The teacher is fair and consistent in how they handle learners’ discipline issues regardless of whether the learner is a girl or a boy. 	<ul style="list-style-type: none"> • The teacher disciplines learners inconsistently with different types of punishment for girls and different types for boys. • The teacher does not discipline some learners, such as girls, for inappropriate behavior but disciplines other learners, such as boys, for the same behavior.

Activity 1.6.3: (30 mins)

Step 1: Reviewing National Education Standard 6 (10 mins)



SAY:

Now that we have discussed daily teaching practices and how we can make sure our practices are gender-equitable, we will turn our attention to the National Education Standard 6 in the TR Handbook on pages 5. This Standard focuses on Students' safety and protection.

As you know, the National Education Standards identify minimum requirements that all schools in Malawi should aim to achieve. Look at National Education Standard 6 in the TR Handbook. Level of Achievement 2 details the minimum standard that your school should be meeting.

Schools that meet **all the minimum requirements** of Level 2 should be judged also against the requirements for Level 3. If a school meets all the requirements for Level 3 as well as those for Level 2, they can be judged as being at **Level 3, Exceeds Minimum Standards**.

Where a school demonstrates performance encompassing **all** the requirements identified as **Effective Practice**, as well as the requirements for Levels 2 and 3, they should be evaluated as being at **Level 4** in that Standard.

As you read, I want you to pay close attention to Requirements 6.7, 6.8, and 6.9.



DO:

Give participants 7 minutes to read National Education Standard 6.

Step 2: Thinking about my school and National Education Standard 6 (15 mins)



SAY:

Now that you have reviewed the National Education Standard 6, you will form groups with other teachers from other schools.



DO:

Organize participants in groups of 3 to 5. Make sure teachers from the same school **are not** in the same group. Assign a group leader. Make sure that some group leaders are female and some are male. (If the number of female and male participants is the same, then make sure there are an equal number of female and male group leaders. If there are more female or male participants, then group leaders should reflect the proportion of female and male participants. For example, if three-quarters of the participants are female then three-quarters of the group leaders should be female.)



In your small group, I want you to discuss questions about your school and the minimum requirements detailed in Requirements 6.7 and 6.8. Remember if your school meets the minimum requirements, your school should aim to improve its provision and practice by building on your strengths and taking further action through your school improvement planning process. Turn to the questions for discussion on page 6 in the TR Handbook. Each group leader will read question 1 and then lead the discussion. Once your group has finished discussing question 1 move on to question 2. Continue until you have discussed all the questions.



Keep time. Walk around the room while the groups are discussing. Once 15 minutes has passed, ask the groups back to plenary.

Step 3: Plenary (5 mins)



Ask some groups share what they discussed. To generate discussion, ask participants if they found this discussion interesting or helpful? If no, why not? If yes, why?

Consolidation and conclusion



I think we all agree that we want our learners to feel safe so that they can engage fully in their learning as they learn to read and write. As we move on to the next topics during this training, please keep in mind the topics we discussed so that we, as teachers, can strive to create and maintain child-friendly safe learning spaces for girls and boys in our classrooms and schools.

Activity 1.7: Introduction to New Chichewa TG Part I: Identify components of reading and new content in lessons; identify similar lesson structures

Duration: 75 minutes

Learning Objective: By the end of this session you will describe the components of reading and new content included in each lesson type in the new Chichewa TG and describe recurring lesson structures.

Activity 1.7.1: 30 minutes



Refer participants to the questions on pages 6-7 of the TR Handbook. Direct them to

examine the Chichewa TG to answer the questions. Encourage participants to use the space in their TR Handbooks to record their answers. Discourage participants from writing answers on chart paper as all groups will have the same answers and there will be no need for each group to present their findings. Move around the room to clarify confusion and provide support.



In plenary, review answers to each question by calling on different groups. Ask for questions or comments regarding the structure of terms 2-3 in the Chichewa TG.

Activity 1.7.2: Introduction to New Chichewa TG Part II: Compare/contrast full and compact scripts

Duration: 30 minutes

Learning Objective: By the end of this session you will describe the similarities and differences between full and compact scripts.



Ask participants to reconvene in groups. Explain that we will now compare and contrast the differences in lesson structures contained in the new Chichewa TG.



In the new TG some lessons are fully scripted while others are more compact. Going forward, we will refer to them as full script and compact script. Please turn to Units 13 and 14 in the TG. Unit 13 marks the beginning of Term 2. This Unit contains fully scripted lessons. Lessons in Unit 14 are compact. In groups we will examine the similarities and differences between full and compact lessons. Draw a t-chart on chart paper. Label one column *Similarities* and the other column *Differences*.



Refer participants to page 8 in the TR Handbook. Ask them to read through the t-chart. Ask if there are additional similarities and differences that are not listed.



Let's share our impressions of the full and compact scripts. Which script do you prefer? Why? How will the compact script affect advanced planning of lessons?



Direct participants to Think/Pair/Share the questions. Repeat the questions if necessary.

Allow 5 minutes for discussion. Move around the room to offer clarification and provide support.



Reconvene in plenary. Ask 1-2 volunteers to share their thoughts. Participants should note that the Compact Script requires advance planning to ensure that modeling, cooperative practice, and independent practice occurs in each activity. The Compact Script also requires advance planning of how to check for understanding.



Assign each group a pair of lessons, one from Unit 13 and one from Unit 14. For example, Group 1 will examine Lesson 1 in Unit 13 and Unit 14. Group 2 will examine Lesson 2 in Unit 13 and Unit 14. Group 3 will examine Lesson 3 in both Units and so on. Move around the room to clarify confusion and provide support.



After 15 minutes reconvene in plenary. Ask each group to share one similarity and one difference between the full and compact scripts. Continue until all similarities and differences have been noted.

Activity 1.8: Introduction to New Chichewa TG Part II: Identify components of reading and new content in lessons; identify similar lesson structures

45 minutes

DO:

Reconvene the groups. Assign a term 2 Unit to each group (do not assign Unit 16 or 21). Ask groups to identify the component(s) of reading in the following pairs of lessons: 1 & 5, 2 & 6, 3 & 7, 4 & 8. Refer participants to pages 8-9 in the TR Handbook to record their observations. Allow 30 minutes for groups to examine lessons and complete the table in the TR Handbook.



I am going to call on each group to share their observations regarding the contents of the pairs of lessons. We will not need to create a chart because we have recorded our observations in our TR Handbooks.



Call on one group to share their observations regarding the reading components of lessons

1 & 5, another group to share regarding 2 & 6, another group to share 3 & 7, another group to share 4 & 8. Allow all participants to comment if a component of reading from one pair of lessons has not been noted. Lead a discussion with the group in plenary to confirm participant observation with the table labeled Chichewa Standard 1 Weekly Lesson Outline, on page 11 of the TR Handbook.



SAY:

What other additions to the content do you notice between the weekly lesson components of terms 2-3 and term 1?



DO:

Participants should observe the following additions:

- an additional target grapheme appears in lessons 5 & 7,
- sentence writing, fluency and reading comprehension appear in lessons 4 & 8, and
- supplementary readers are used in lesson 10.

Activity 1.9.1: Introduction to Chichewa TG Part III: Lesson 9, Review

Duration: 30 minutes

Learning Objective: By the end of this session you will be able to describe how to create a review lesson that targets your learners areas in need of improvement.



DO:

Ask participants to reconvene their groups. Refer them to Unit 13, Lesson 9. Tell them to turn to page 11 in the TR Handbook. Give participants 10 minutes to review the steps for preparing for a review lesson and discuss the importance of each step.



DO:

Reconvene in plenary and have groups share their responses.



SAY:

When teaching your learners, the lesson 9 review is followed the next day by an assessment. Turn to Unit 13 Lesson 10 in the Chichewa TG. The first section identifies the lessons to be evaluated. Which lessons will be evaluated for this assessment?



DO:

Participants should identify that this assessment evaluates success criteria contained in lessons 6-8 of Unit 13.



Assign participants to groups and ask them to examine the sections and activities in Lesson 10. Tell them that the group will reconvene in plenary in 10 minutes. At that time they will be asked to describe the purpose of each section of Lesson 10. Walk around the room to clarify confusion, answer questions, and provide support.



Reconvene in plenary. Ask groups to describe the instructions and purpose of each section. Continue until each group has contributed. Be sure that responses describe the *purpose* of each step and not merely the instructions for each step.



Turn to page 11 in the TR Handbook for *Lesson 10 activities for Continuous Assessment: What is the purpose of each step?* Please read through the four points in your groups.

Let's review our discussion before the break. When we return we will practice using the supplementary readers.

Activity 1.9.2

Facilitator's Note: In this activity the facilitator will demonstrate how to conduct Lesson 10, which includes assessment of individual learners and use of supplementary readers. The time for this demonstration is brief. It is critical that the facilitator is fully prepared so as not to cut short this important demonstration. Please refer to Appendix 2 on pages 70-72 of the TR Handbook for step-by-step instructions for the demonstration.



SAY: I will now explain and model how to implement Lesson 10 in which you will direct learners to use supplementary readers while you conduct assessments with individual learners.

CONSOLIDATION:



SAY:

Thank you for your participation today. We have completed a brief introduction to the new Chichewa Standard 1 TG. Tomorrow we will explore several Chichewa lessons for terms 2 and 3.



SAY:

May I have three volunteers come to the front please to tell us one thing they learned today? (Choose 3 volunteers. Make sure to select at least one female volunteer.) Volunteer number 1; please tell us one thing you learned today.



Continue this process with the other two volunteers. Ask the group in plenary to provide a supportive clap of appreciation for each volunteer.

National Reading Programme Teacher Training

DAY 2

Training Calendar Agenda

Time	Activity
8:00 – 8:15	Opening and Recap
8:15 – 9:45	2.1 Safe Learning Spaces: Inclusive teaching
9:45 – 10:15	2.2 Comprehension and Fluency in Chichewa lessons
10:15 – 10:30	Tea
10:30 – 12:00	2.3 Checking for understanding and providing Actionable Feedback
12:00 – 1:00	Lunch
1:00 – 2:30	2.4 Formulate Actionable Feedback in a Chichewa lesson focused on PA and AP
2:30 – 2:45	Tea
2:45 – 3:45	2.5 Chichewa lesson 6: Comprehension
3:45 – 4:00	Consolidation

Opening



SAY:

Good morning and welcome back! We will begin this morning with a quick recap of what we learned yesterday. Please stand and form a circle.



DO:

Explain that you will conduct a game of *Pass the Ball* (or any other game appropriate for Standard 1 learners).



SAY:

We are going to use this game to review what we learned yesterday. The first player will name something s/he learned about gender equitable teaching and the next person will name something learned about the new Chichewa TG. We will continue until we name three things we learned about each topic.

Day 2 Learning Objectives

By the end of Day 2 you will be able to:

- Describe inclusive teaching practices and their link to National Education Standards.
- Conduct a read aloud to model fluency, increase learner engagement, and promote listening comprehension.

- Describe why we check learner understanding in the I Do, We Do, You Do steps of a term 2 lesson focusing on phonemic awareness and the alphabetic principle.
- Identify a variety of strategies for checking learner understanding throughout a lesson.
- Identify the characteristics of actionable feedback.
- Use the TG Front Matter as a resource for checking for understanding and providing actionable feedback
- Formulate actionable feedback based on a learner's specific difficulty in a Chichewa lesson focused on PA and AP.
- Teach the listening comprehension strategy called *making predictions*, encourage learners to apply their background knowledge to a story, and promote critical thinking with comprehension questions.

Activity 2.1: Safe Learning Spaces: Inclusive Teaching

Duration: 1 hour, 30 minutes

Learning Objective: By the end of this session you will be able to use inclusive teaching practices that address and respond to the diverse needs of all learners and understand the connection between inclusive teaching practices and the National Education Standard 13.

Introduction: (5 mins)

Yesterday we discussed the key element of child-friendly safe learning spaces related to gender-equitable teaching. Today we will discuss inclusive teaching practices as another key element of safe learning spaces that helps us to make sure all our learners are support to learn how to read and write.

Step 1: Conditions that make learning difficult for some learners (25 mins)



DO:

Ask participants to be in pairs. Let them identify and discuss barriers to learning (conditions that make learning difficult) among learners with diverse needs at their school such as girls, boys, learners with disabilities, orphans and children in difficult circumstances.



DO:

Ask some pairs to share their ideas in plenary.



SAY:

Learners with diverse needs experience various conditions that make it difficult for them to participate in and to benefit from learning. Teachers should be sensitive to these conditions so that they can respond effectively to these learners' needs. Some conditions are obvious,

especially those that are physical. However there are other conditions that are less obvious. Examples of these conditions include the following;

- Lack of skills among teachers to respond to the needs of all learners; e.g. children with disabilities
- Lack of appropriate teaching and learning resources to support learners with specific impairments
- Lack of safety for learners; e.g. making sure children with albinism are safe from abduction; making sure that learners are not bullied on their way to and from school as well as when at school; all learners are safe from abuse.
- Lack of appropriate sanitary facilities; e.g. separate toilets with water for girls and boys that are also accessible to learners with various impairments
- Inaccessible classrooms to learners with mobility challenges who may be using wheelchairs
- Lack of support for children with learning disabilities and/or children with impairments. lack of parental support; lack of community support
- Negative attitude among teachers, peers, and community members; negative traditional beliefs among the community about the learners' physical condition; e.g. if a girl is disabled, she could face additional discrimination because she is a girl;
- Sexual, physical, emotional, and/or psychological abuse



SAY:

Teachers must strive to acquire skills that will enable them address the needs of learners with diverse needs-thereby removing barriers to learning. This can be done by creating an environment where all learners feel welcome and valued. Specifically, teachers must;

- Use multiple ways to deliver instruction so learners with special educational needs can easily understand.
- Allow multiple ways through which learners can act and express themselves during delivery of the lessons
- Provide multiple ways of engaging learners, some might prefer to work alone, in pairs, in groups.
- Involve all learners in classroom activities



SAY:

Sexual, physical, emotional, and/or psychological abuse are often less obvious but are the most damaging to the well-being of the child. Learners with disabilities, learners who are orphans or from very poor families and girls are more likely to experience such abuse. However, boys can also experience such abuse and they also need to know who to go to for support and help.

Learners experiencing any form of abuse, be it sexual, emotional, psychological or physical whether at home, at school or in the community, have problems learning due to the trauma which affects them. Teachers need to be attentive to symptoms of trauma shown by

learners (often a change in behavior; withdrawn, sad, angry, depression, difficulty focusing on school work, etc). As was discussed yesterday in the session on gender-equitable teaching, when a teacher learns of any child who has been or is being abused, the teacher needs to follow-up with the Head Teacher and refer the learner to the appropriate community structure, such as the Child Protection Worker, to ensure that learner is supported and protected.

Step 2: Case studies: Inclusive teaching practices (30 mins)



Refer participants to pages 12-13 in the TR Handbook on. Ask participants to be in 4 groups (or 8 groups if it is a large group of participants). Assign each group one Case study. (If you have 8 groups then two groups will be assigned Case Study 1, two groups will be assigned Case study 2, two groups will be assigned Case study 3 and two groups will be assigned Case study 4.) Ask them to read together the Case study and discuss the questions that follow. Ask the groups to write their ideas on a flip chart.



Move around the room to provide support. Once the groups have completed the task, then ask them to come together in plenary and share their ideas.



Inclusive Education involves teachers changing and modifying content, approaches, and the learning environment to meet the needs of the diverse range of learners they teach. This requires teachers to use teaching practices that respond to the needs of all learners, including those with diverse needs. To achieve this, teachers need to have influence over multiple factors aimed at ensuring that:

- The school environment is friendly and teachers can identify and respond positively to learner diversity
- Teaching and learning materials and school facilities are equally accessible to all learners, those with or without disabilities
- Teachers develop lesson plans that respond to the learning needs of all learners
- Assessment procedures are responsive to the learning outcomes, targets and goals of all learners, those with and without disabilities
- Assistive materials that learners with various impairments need to function are available
- The teacher uses language that is appropriate to all learners; boys, girls and those with disabilities
- The teacher maintains regular contact with parents/guardians about their child's academic performance and personal development
- Teachers use a range of diverse teaching practices/methodologies to support learners with diverse needs
- Teachers use formative assessment approaches that are flexible, matched to the ability of the learners, and are age appropriate for the learner.

Activity 3: Inclusive teaching and National Education Standard 6 (30 mins)

Step 1: Review National Education Standard 6 (10 mins)



SAY:

Now that we have discussed some issues related to inclusive teaching, we will turn our attention to the National Education Standard 13 in the TR Handbook on pages 14-15. This Standard focuses on teaching that meets the needs of all students. As you know, the National Education Standards identify minimum requirements that all schools in Malawi should aim to achieve. Look at National Education Standard 13 in the TR Handbook.

As discussed yesterday, Level of Achievement 2 details the minimum standard that your school should be meeting. Schools that meet **all the minimum requirements** of Level 2 should be judged also against the requirements for Level 3.

If a school meets all the requirements for Level 3 as well as those for Level 2, they can be judged as being at **Level 3, Exceeds Minimum Standards**.

Where a school demonstrates performance encompassing **all** the requirements identified as **Effective Practice**, as well as the requirements for Levels 2 and 3, they should be evaluated as being at **Level 4** in that Standard.

As you read, I want you to pay close attention to Requirements 13.8, 13.9 and 13.10.



DO:

Give participants 7 minutes to read National Education Standard 13.

Step 2: Think about my school and the minimum requirements from National Education Standard 13 (20 mins)



SAY:

Now that you have reviewed the National Education Standard 13, you will form groups with other teachers from other schools.



DO:

Organize participants so they are in small groups of 3 to 5. Make sure teachers from the same school **are not** sitting in the same group. Assign a group leader. Make sure that some group leaders are female and some are male. (If the number of female and male participants is the same, then make sure there are an equal number of female and male group leaders. If there are more female or male participants, then group leaders should reflect the proportion of female and male participants. For example, if three-quarters of the participants are female then three-quarters of the group leaders should be female.)



SAY:

In your small group, I want you to discuss questions about your school and the minimum requirements detailed in Requirements 13.8, 13.9 and 13.10. Remember if your school meets the minimum requirements, your school should aim to improve their provision and practice by building on their strengths and taking further action through the school improvement planning process. Look at the questions starting on page 21. Each group leader will read question 1 and then lead the discussion. Once your group has finished discussing question 1 move on to question 2. Continue until you have discussed all the questions.

Facilitator's Note: Alternatively, you could assign different groups specific questions if you feel this may generate better discussions.



DO:

Keep time. Walk around the room while the groups are discussing. Once 15 minutes has passed, ask the groups come back to plenary.

Step 3: Plenary (5 mins)



DO:

Ask some groups share what they discussed. To generate discussion, ask participants if they found this discussion interesting or helpful? If yes, why? If no, why not?

Consolidation and conclusion



SAY:

I think we all agree that we want all our learners feel welcome, safe, and supported as they learn to read and write. In any classroom there are learners with diverse needs. As teachers, we need to do our best to meet the needs of all learners. As we move on to the next topics during this training, please keep in mind the topics we discussed so that we, as teachers, can strive to create and maintain child-friendly safe learning spaces for girls and boys in our classrooms and schools.

Activity 2.2: Comprehension and Fluency in Chichewa lessons

Duration: 30 minutes

Learning Objective: At the end of this session you will be able to conduct a read aloud to model fluency, increase learner engagement, and promote listening comprehension.



SAY:

We will now do a short activity before break that will inform our ability to teach vocabulary and listening comprehension in Chichewa while modeling fluency. Lesson 6 of every Unit in terms 2-3 focuses on vocabulary and comprehension. In this lesson the teacher conducts a

review of key vocabulary terms, a read aloud, and a check for comprehension.



Refer participants to the Chichewa TG Unit 14, Lesson 6. Point out that Ntchito 14.6.1 refers the teacher to Phunziro 14.2, page 174 containing the story titled *Pa Dwale*.



This is the story designated for the read aloud in Lesson 6. Prior to beginning our read aloud we will review two vocabulary words that are contained in the story. Why do we do this? How is vocabulary related to comprehension? Let's do a quick Think/Pair/Share to answer this question.



After two minutes call on 1-2 volunteers to respond. Reinforce that comprehension is affected by a learner's knowledge of the vocabulary in the story. If a learner doesn't understand the meaning of key words, comprehension will decrease.



After reviewing the vocabulary words and explicitly reminding learners to listen for those words in the read aloud, you will proceed to the read aloud itself. First, take a moment to think back to your childhood when your grandmother, grandfather, mother, or father told you stories at night before bedtime. Raise your hand if you can remember those stories.



Ask participants the following questions. Ask them to raise a hand if the answer to the question is yes. Participants may be eager to share their memories but to complete this activity within 30 minutes it will be important to refrain from sharing.



1. Did the storyteller change his or her voice while telling the story? Did different characters have different voices?
2. Did the storyteller use sounds like clapping, clicking a tongue, or other noises? Did the storyteller roar like a lion or moo like a cow?
3. Did the storyteller use his or her voice to convey emotion or fear?
4. Did the storyteller use a song to enhance the story?



Reconvene the groups. Refer participants to page 15 of the TR Handbook. In groups, have them review the Tips for Modeling Fluency and Increasing Comprehension during Read Aloud. Each group should appoint one member to conduct the read aloud using as many of the effective read aloud principles as possible. Other members of the group should provide feedback and offer suggestions. Use the story on page 174 in the Chichewa TG titled *Pa Dwale*. Allow groups 15 minutes to practice their read aloud. Move around the room to offer positive feedback, model fluency, and answer questions.



Reconvene in plenary. Ask for 2 or more (depending on time) volunteers to model the read aloud they have practiced.



Let's give a clap of recognition for the good performers of these read alouds.



Lead a short discussion of how these read alouds affected the engagement of the participants. Ask participants to draw a connection between an effective read aloud and listening comprehension. If necessary, reinforce that when learners are engaged with the read aloud it means they are listening carefully. Careful listening increases comprehension.

Activity 2.3: Checking for Understanding and Providing Actionable Feedback

Duration: 90 minutes

Learning Objective 1: By the end of this session you will be able to describe why we check learner understanding in the I Do, We Do, You Do steps of a term 2 lesson.

Learning Objective 2: By the end of this session you will be able to identify a variety of strategies for checking learner understanding throughout a lesson.

Learning Objective 3: By the end of this session you will be able to identify the characteristics of actionable feedback.

Learning Objective 4: By the end of this session you will recognize the value of the TG Front Matter as a resource for checking for understanding and providing actionable feedback.

Activity 2.3.1: 5 minutes



In this activity we will use Unit 14, lesson 5 to explore strategies related to checking for learner understanding and providing actionable feedback to guide learning. The focus of

lesson 5 is phonemic awareness and the alphabetic principle.



Assign participants to groups and ask one member to read Lesson 5 aloud to the group. Direct participants' attention to 14.5.2, 14.5.3 and 14.5.4.



In your groups discuss when the teacher should check for understanding in these three activities. Identify at least 1 opportunity in each activity.



Allow 10 minutes for participants to examine the activities and identify opportunities to check for understanding. Reconvene the group in plenary and ask a member of each group to share until they have identified 1 opportunity to check for understanding in each activity. Reinforce that in each step of the I Do, We Do, You Do, a teacher monitors learners' understanding.

Activity 2.3.2: 30 minutes



Refer participants to page 16 of the TR Handbook.



Each step of the I Do, We Do, and You Do provides an opportunity to check for understanding. Just as each step of the I Do, We Do, You Do serves a unique purpose in teaching and learning, so the purpose for checking learners' understanding in each step is unique. In your groups, discuss the purpose of each step of the I Do, We Do, and You Do. Summarize each purpose and record it in the appropriate column. Keeping in mind the purpose of each step, discuss the unique purpose for checking for understanding in each step. Summarize the purpose and record it in the appropriate column. You may refer to the Front Matter of the TG for strategies.

Activity 2.3.3: 10 minutes



Refer participants to the table on page 17 of the TR Handbook. Demonstrate each of the following strategies to check for understanding and explain how the strategy supports the purpose of the I Do, We Do, or You Do.

- 1) Watch and listen to learners as they participate,
- 2) Use thumbs-up/thumbs-down in response to a question,
- 3) Ask learners to explain a response by saying "Tell me how you arrived at this answer",
- 4) Call on learners who are not raising their hands
- 5) Ask groups of learners to stand and demonstrate the success criteria together.

Reinforce that with all strategies the most important thing for the teacher to do is move around the room bending down to watch and listen.

Activity 2.3.4: 20 minutes



SAY:

Now that we understand when and why to check for understanding we will turn our attention to how to provide feedback that guides learners toward achieving the success criteria.



DO:

Reconvene the groups. Refer participants to page 18 in the TR Handbook. Ask participants to think of synonyms for “feedback.” Ask them to use the graphic organizer to record the synonyms. Move around the room to provide feedback, clarify confusion, and offer positive reinforcement.



DO:

Ask for volunteers to share their ideas. If necessary, remind participants that there can be many different interpretations of feedback.



SAY:

For example, feedback might include advice, guidance, constructive critique, suggestions, responses, or pointers. It might also include evaluation, assessment, criticism, or judgment. As teachers, we will provide feedback to the learners throughout the We Do and You Do. It is critical that our feedback is positive and supportive rather than negative, humiliating, or demoralizing. Why do you think this is so critical?



DO:

Ask for 2-3 volunteers to share explanations.



SAY:

We know children learn best when they feel supported by their teacher and peers. If a learner feels humiliated when s/he gives an incorrect response, this may prevent the learner from trying to answer in the future. When we provide actionable feedback, we provide positive, respectful guidance to advance learning. Actionable feedback is something *that the learner can actually do* to improve his/her understanding. Actionable feedback is concrete, may include a demonstration, and is information the learner can act on immediately.

Activity 2.3.5: 25 minutes



In the beginning, it can be difficult to formulate Actionable Feedback in response to a learner's struggles. We may even offer evaluative statements, positive feedback, or feedback that is not actionable. Why is it important to understand what Actionable Feedback is, and *how to formulate it* in response to specific areas in need of improvement?



Ask for 2-3 responses. Reinforce that when learners are struggling to understand it is a teacher's responsibility to guide the learner toward success.



Actionable feedback must be delivered in the moment. It is an action suggested by the teacher that allows the learner to experience success. Success saves the learner from humiliation and builds confidence.



Refer participants to page 18 in the TR Handbook. After examining the Types of Feedback, ask participants to Think/Pair/Share determine which type of feedback is represented in examples 1-5.



Ask pairs to share their responses. Reinforce that teachers must provide feedback that is actionable so that the learner has a strategy that s/he can implement to improve. Remind participants that feedback which does not offer a concrete strategy for improvement or which demeans the learner is not considered actionable and will not encourage the learner to continue trying.

Reinforce that Actionable Feedback does not judge or evaluate the learner. Reinforce that positive reinforcement is essential to building confidence and communicating that mistakes are a natural part of learning, but it must be combined with actionable feedback for learning to occur.

Facilitator's Note: This is a difficult concept to grasp in the beginning. Encourage teachers to use the TG Front Matter as a resource for this activity. Please take time to review and analyse each response. When a participant identifies a feedback example as actionable, require that he/she support their answer by identifying the segment of the example that the learner can put into action. If the statement does not contain something that the learner can do, the feedback is not actionable. The correct responses are listed below.

1. Sit down, Mary. You don't know the answer. (**Judging feedback**)

2. Blessings, please provide the answer for John. (**Feedback that is not actionable**)
3. Flossie, I hear you pronouncing each syllable of the word separately. Say the word together with me without pausing between syllables. (**Actionable feedback**)
4. Fred, I will say the word and you will repeat it after me. (**Feedback that is not actionable: Repeating does not allow the learner to apply a strategy or experience success on his/her own**).
5. Good job, Anne! (**Positive reinforcement**)

Activity 2.4 Formulating Actionable Feedback in a Chichewa PA and AP lesson

Duration: 90 minutes

Learning Objective: By the end of this lesson you will be able to formulate actionable feedback based on a learner's specific difficulty in a Chichewa lesson focused on Phonemic Awareness and the Alphabetic Principle.

Activity 2.4.1: 30 minutes



SAY:

Let's revisit Unit 14, Lesson 5. Reconvene your groups. Examine the learner responses to the activities in Lesson 5 listed on page 19 in the TR Handbook. For each response, formulate actionable feedback that a teacher could use to guide the learner toward success. We will look at the first two responses first. After sharing, if there is time, we will proceed to responses 3 and 4.



DO:

Ask participants to record the actionable feedback for each learner response on a piece of chart paper. Move around the room to clarify confusion, provide support, and offer actionable feedback. Remind participants that actionable feedback must contain something that the learner can do immediately.

Activity 2.4.2: 30 minutes



DO:

Reconvene in plenary. Ask one member from each group to post their examples of actionable feedback. Create a space so that all charts can be posted side by side. Allow each group to present. Request that participants hold their comments until all groups have presented.

Activity 2.4.3: 30 minutes



SAY:

Now that we have reviewed all of the responses, I will ask each individual to choose the best example of actionable feedback for each learner response 1-4. Record your choices in the first column of the table on pages 19-20 in the TR Handbook. In the second column provide evidence to support your selection. Refer to *Tips for Actionable Feedback* on page 21 for evidence to support your selection.



DO:

Reconvene in plenary. Call on as many participants as time allows to share the examples they chose to be best. Be sure to ask each participant to present evidence to support each choice. Identify the top choices of actionable feedback for each learner response.

Activity 2.5: Chichewa Lesson 2: Listening Comprehension

Duration: 1 hour

Learning Objective: By the end of this session you will be able to teach the listening comprehension strategy called making predictions, encourage learners to apply their background knowledge to a story, and promote critical thinking with comprehension questions.

Activity 2.5.1: 20 minutes



DO:

Reconvene groups and direct them to define the following terms. Specify that definitions should be limited to 1-2 sentences.

1. Predicting
2. Background Knowledge
3. Comprehension



DO:

Reconvene in plenary and ask one member from each group to define one of the terms. Continue until all groups have had a chance to define one of the terms (this means that some terms may have two definitions). Refrain from creating charts to share the definitions. Encourage participants to share their definitions orally in order that this step can be completed in 10 minutes.



Thank you for sharing your definitions. Please turn to page 20 in the TR Handbook. Assign one member of your group to read the three definitions listed under *Important Terms for Guided Reading* aloud. After reviewing the definitions, refer to Activity 2.5.2 on page 21, *Making Predictions using Background Knowledge* and read Mary's Scenario, John's Scenario and the Classroom Scenario. Then, in groups answer the questions in bold. We will reconvene in plenary in 15 minutes.



Move around the room to clarify confusion and provide support.



Ask a volunteer from each group to share the predictions made by John and Mary. Participants should note that based on his background knowledge, John will predict that the story is about two women discussing the need to earn more kwacha. He may include that they will decide to sell the goat or to sell some maize. Participants should note that Mary will predict that grandmother and mother will fight about the lack of money. Her prediction may include that the two women scream at each other and are harsh with the children.

Activity 2.5.3: 20 minutes



Who had the correct prediction, John or Mary? How should the teacher respond to Mary's prediction? Should the teacher tell Mary that her prediction is wrong? Think/Pair/Share your ideas for 5 minutes.



Ask 2-3 participants to share their ideas.



If we tell a learner that his or her prediction is incorrect, we discourage the learner from applying his/her background knowledge to the story. Instead of telling Mary that her prediction is wrong, the teacher can use Mary's prediction to encourage the use of background knowledge.



For example, Mrs. Phiri can say, "Everyone's background knowledge is unique so everyone's prediction will also be unique. The purpose for making predictions is not to make the right prediction. It is to practice applying what we already know to help us

understand the story. There is not just one way to understand a story. There are many ways. When we make a prediction we listen or read very carefully to find out what is going to happen next. Sometimes we are right and sometimes the story surprises us.”

Activity 2.5.4: 20 minutes



DO:

Refer participants to Unit 13, Lesson 2 in the Chichewa TG. In groups, direct participants to read the story and the comprehension questions.



SAY:

In your groups complete the activity described on page 22 of the TR Handbook. You will have 10 minutes to complete the activity and then we will share in plenary.



DO:

Reconvene and share answers. Ask each group to share their ideas. Reinforce that there are no right or wrong predictions and that all predictions engage learners with the story thus increasing comprehension.

CONSOLIDATION: Recap the learning of Day 2 by asking participants reflect on the day’s activities by completing the tasks noted in the exit slip below. Collect the exit slips and review them to inform tomorrow’s training.

EXIT SLIP

1. Name one new strategy or concept you learned on Day 2.
2. Name one topic today that still requires clarification.

National Reading Programme Teacher Training

DAY 3

Training Calendar Agenda

Time	Activity
8:00 – 8:15	Opening and Recap
8:15 – 10:15	3.1 Introduction to the new Standard 1 English TG: Structures, Content, and Terminology
10:15 – 10:30	Tea
10:30 – 12:00	3.2 Advance Planning: Unit 15 Lesson 4
12:00 – 1:00	Lunch
1:00 – 2:00	3.2 Advance Planning: Unit 15 Lesson 4 (Continued)
2:00 – 2:30	3.3 Sharing Ideas among Colleagues
2:30 – 2:45	Tea
2:45 – 3:45	3.3 Sharing Ideas among Colleagues (Continued)
3:45 – 4:00	Consolidation

Opening



DO:

In preparation for the opening game, write 5-8 questions from Day 1-2 content on small pieces of paper. Place the questions in a bowl.



SAY:

Good morning and welcome back! We will begin this morning with a quick recap of what we learned yesterday in Days 1-2. Please stand and form a circle.



DO:

Explain that participants will pass the bowl around the circle while you play a piece of music on your cell phone. When the music stops, the person holding the bowl will choose one question, read it aloud, and provide the answer. If the person cannot answer the question s/he may choose any other participant to help. The game continues until all questions are answered.

Day 3 Learning Objectives

By the end of Day 3 you will be able to:

- Recognize components of the new English TG including unit structure, lesson contents, weekly lesson components, full and compact scripts
- Display understanding of terminology related to Phonemic Awareness (PA) and the Alphabetic Principle (AP)
- Recognize the 5 Components of Reading in lessons in terms 1-3
- Discuss (in Chichewa) how the letter sound in English is the same or different as the same letter and its sound in Chichewa
- Describe the importance of advance lesson planning and the steps in lesson planning
- Advance Plan a term 2 lesson
- Use lesson planning and classroom management to improve pacing and instruction
- Describe the benefit of sharing plans and ideas with colleagues
- Use the Front Matter of the TG, fully scripted lessons, and the TOI to support lesson planning and implementation

Activity 3.1: Introduction to the new English TG: Structures, Contents and Terminology

Duration: 2 hours

Learning Objective1: At the end of this session you will be able to describe the scripting, and weekly lesson components in terms 1-3.

Learning Objective 2: At the end this session you will understand instructional terminology related to instructions involving sounds and letters.

Learning Objective 3: At the end of this session you be able to identify the 5 Components of Reading in terms 1-3 lessons in the English TG.

Activity 3.1.1: 5 minutes



SAY:

We will begin Day 3 of training by familiarizing ourselves with the new Standard 1 TG for English. This TG has many similarities to the new TG for Standard 1 Chichewa that we examined on Day 1. For example, this TG uses fully scripted lessons and compact lessons, just as in the Chichewa TG.



DO:

Ask 1 participant to describe the similarities/difference between full scripts and compact scripts. Participants do not need to write this information as it has already been reviewed. Try to avoid spending more than 5 minutes on this activity because it was thoroughly reviewed on Day 2. Move around the room to offer guidance and provide feedback

Activity 3.1.2: 30 minutes



Assign participants to groups and direct them to conduct a search of the new English TG to answer the questions listed on page 23 in the TR Handbook. Allow 20 minutes for participants to find the answers to questions. Inform them that they may record their answers directly in their TR Handbooks.



Reconvene in plenary. Ask one member of each group to share an answer to a question. Continue until all questions are answered.

Activity 3.1.3 and 3.1.4: 55 minutes



For this activity I will assign you to three groups; Group A, Group B, and Group C. Once in groups we will work in pairs. For this activity, Group A will focus on Term 1, Group B on Term 2, and Group C on Term 3. Each group will identify the 5 components of reading included in lessons in their term. For example, turn to page 24 in the TR Handbook. Refer to Unit 1, Term 1 in the English TG. Notice that lesson layout and format in the English TG are similar to those in the Chichewa TG. Group A will Think/Pair/Share to identify the 5 components of reading covered in the lesson pairs listed in the left column of the table. Record your answers in the column on the right on page 24 of the TR Handbook.



Groups B and C will turn their attention to Terms 2-3 lessons in the new English TG. Turn to page 25 in the TR Handbook. Refer to Unit 14, Term 2 in the English TG or Unit 28, Term 3. Think/Pair/Share to identify the 5 components of reading covered in the Terms 2-3 lesson pairs listed in the left column of the table. Record your answers in the column on the right.



Move around the room to clarify confusion and offer actionable feedback. After 15 minutes reconvene in plenary and ask for 5 volunteers from various pairs to identify the components of reading addressed in each lesson pair of Terms 1-3. Refer participants to the tables on pages 25 and 27 of the TR Handbook. Ask groups to confirm the answers in their tables with those in the TR Handbook.



Ask participants to identify any other new additions to English lessons in Terms 2-3. Direct attention to the table on page 27. Call on volunteers to share their observations. Participants should note that in Terms 2-3 phonemic awareness and the alphabetic principle have been added. Note that learners will be introduced to two target phonemes and two target graphemes each week. Ensure that participants who worked on Term 1 are familiar with the weekly lesson components in terms 2-3.

Activity 3.1.5: 30 minutes



Before moving forward in our review, let's turn our attention to the terminology used in the description of lesson contents in Terms 2 and 3. We will play a quick matching game to refresh and sharpen our understanding of the key terminology. It is not important that you memorize the definitions of these terms but only that you have an awareness of the concepts and skills involved in acquiring a second language so as to provide effective instruction.



Refer to page 28 of the TR Handbook. Together with your partner, match terms in column one with definitions in column two. Note that one item has already been matched with its definition as an example. (Item 5: Concept of Print is matched with definition C.) You will have 20 minutes to complete the matching game.



Move around the room to clarify confusion and provide support. After 20 minutes reconvene the group and ask volunteers to identify definitions one by one. After each response, ask all who agree to stand. Share with participants that you are implementing a check for understanding through this activity. When a participant provides an incorrect response, lead a discussion that allows participants to identify the correct response. Once the correct response is identified, ask all who agree to stand. Continue until all terms have been correctly defined.

Facilitator's Note: The purpose of this activity is not for participants to memorize terminology. These concepts are only useful as they help participants distinguish between various activities in order to better teach them.

Listed below are the correct answers and examples.

Term	Definition	Example
1. Phonological Awareness	D	Activities that call for learners to listen and produce the initial sound in a word or to identify the source of sounds made by the teacher (clapping hands, stomping feet, pounding a fist on the desk).
2. Alphabetic Principle	B	Activities that require learners to recognize the letter C in the word CAT and to produce the sound of the letter C in CAT as /CUH/.
3. Grapheme	E	Activities that call for learners to write or recognize lower and upper case letters.
4. Phonemic Awareness	F	Activities that call for learners to recognize and understand that changing the first sound in a word changes the sound and meaning of the word as in CAT, RAT, MAT, SAT.
5. Concept of Print	C	Refer to Activity 3.1.5 for a definition.
6. Phoneme	A	The letters C, R, M, S in example 4 are examples of phonemes. Phonemes also include digraphs (two letters that combine to produce a new sound like CH in chair) and blends, two letters that combine and retain their original sounds like BL in blue.

Activity 3.2: Advance Planning of Terms 2-3 English Lessons: Unit 15, Lesson 4

Duration: 90 minutes

Learning Objective 1: At the end of this session you will be able to use advance lesson planning and classroom management techniques to improve pacing and instruction.

Learning Objective 2: At the end of this session you will be able to discuss (in Chichewa) how letter sounds in English are the same or different as the same letter and its sound in Chichewa.

Learning Objective 3: At the end of this session you will be able recognize the value of collaboration among colleagues.

Activity 3.2.1: 30 minutes



DO:

Refer participants to Unit 15, Lesson 4 in the new English TG. Assign participants to groups. Allow groups 15 minutes to read through the lesson. Tell participants that after reading through the activity they will engage in advance planning of the lesson.



SAY:

How are advance planning, classroom management and pacing connected? Discuss this question in your groups. After 5 minutes we will share our thoughts. Move around the room to clarify confusion, offer guidance, and provide support.



DO:

Ask 2-3 volunteers to share their thoughts. Lead participants to realize that when a teacher plans her/his lesson in advance s/he considers how to support learner understanding in the I Do, We Do, You Do of each activity, how to support learner understanding with resources, and how to manage challenges of large class size in the face of checking for understanding and ensuring learner engagement.



SAY:

When a teacher considers all of these points in relation to each specific lesson, pacing will improve because the teacher is familiar with the lesson content, prepared with solutions for challenges, and ready with resources to support understanding and increase engagement. In this way, the teacher can proceed smoothly and effectively through each activity.

Activity 3.2.2: 15 minutes



DO:

Refer participants to the *Discussion Questions* on page 29 of the TR Handbook. Ask them to discuss the questions for 5 minutes in their groups. Move around the room to provide feedback. Call on volunteers to share their answers to the questions.



Teachers plan for lessons for many reasons. New teachers plan in order to create resources and to record ideas for teaching in their Teacher Notebook or TG. Recording ideas allows teachers to use and re-use resources and ideas many times. Veteran teachers should have a large collection of resources and ideas accumulated from years past. Teachers also plan in order to ensure that s/he understands the success criteria and can model it accurately and effectively. Planning allows teachers to anticipate challenges and create solutions prior to teaching the lesson. These are just some of the reasons why teachers plan. Lesson planning is best done the night before the lesson. Some teachers prefer to plan for an entire week on Saturday or Sunday. A teacher should not try to plan during the school day. Combining classes and sharing teaching responsibilities so that planning can occur is a disservice to the learners and in direct conflict with NRP guidelines issued by the MoEST.



In the beginning, lesson planning takes time. However, the more you do it, the better you get and the easier and quicker it becomes. Teachers can support each other by sharing ideas, plans, and resources. A veteran teacher can share ideas for instruction, classroom management, and checking for understanding with less experienced teachers. Teachers fresh from a TTC can share their new learning with teachers who have been in the field for many years. As teachers, we are all striving for the same goal. Sharing and collaborating between colleagues contributes to professional development and effective teaching and learning.

Activity 3.2.3: 30 minutes



Refer participants to the *Steps for Planning a Lesson in Advance* listed on pages 29-30 in the TR Handbook. Tell them that they will use these steps to write a lesson. Ask participants to review the steps in their groups. Move around the room to clarify confusion and check for understanding.



Refer participants to Term 2, Unit 15, Lesson 4 in the new English TG. Lead participants to notice that Lesson 4 in Unit 15 is a compact script. However, they can refer to any term 2 or 3 Unit in which lessons are fully scripted and search for Lesson 4 to review the full script. Also refer participants to the Front Matter of the TG, which contains research-based tips and strategies that apply to all learners.

FACILITATOR'S NOTE: Remind participants that a lesson plan *does not repeat* the directions provided in the script. The script provides the foundation for the lesson. A teacher's lesson plan enhances, enriches, and increases the teaching and learning power of the lesson. It addresses all of the topics listed in *Steps for Planning a*

***Lesson in Advance*, which are not included in the script.**

Activity 3.2.4: 90 minutes (30 minutes before lunch break, continuing 1 hour after lunch break)



Assign participants to groups. Direct groups to create a plan for Term 2, Unit 15, Lesson 4 that addresses each step of the lesson planning process described in the *Steps for Planning a Lesson in Advance*. Remind participants that although lesson plans will be recorded in each participant's own TR Handbook, the group will create the necessary resources for the lesson collaboratively. Advise participants to create resources that can be posted in the class to create a print-rich environment as well as any other resources that will support learning. Advise participants where they can find markers, scissors, paper, and tape. If participants plan to use realia, TALULAR, or role play, this should be noted in their lesson plan.



Group members can collaborate to create the lesson plan but each member should write their own plan in the space provided on pages 31-33 in their TR Handbooks. Remember that in the beginning, teachers write very detailed lesson plans to teach new material. Once the material, methods, and curriculum become familiar, lesson plans can be much shorter. Since Term 2 materials are new to us, we will write a detailed plan.

Activity 3.3: Sharing Ideas among Colleagues

Duration: 90 minutes (30 minutes prior to break, 1 hour following break)



Refer participants to pages 33-38 of the TR Handbook. Review the headings for each page and tell participants that as we share our lesson plan ideas in plenary, they will write down creative ideas mentioned by their colleagues so they can use them with their learners.



We will now review our lesson plans and share our ideas. Please post the resources you have created for your lesson around our classroom now.



Tell participants that in plenary you will walk through each step of Activity 15.4 beginning with Success Criteria and ending with the Conclusion. At each step of the lesson you will ask for individual volunteers to share what they have planned. Remind participants to write down creative ideas and strategies that their colleagues share. These ideas can be used when they return to their classrooms.



Who has matched the Success Criteria with specific activities in the lesson?



Call on 2-3 learners to share how they matched Success Criteria with activities. For each question below call on 2-3 volunteers to share what they have planned.

1. Who has planned for a song for the introduction to this lesson? Share the song you chose and explain how it supports the lesson.

2. For activity 15.4.1, who has planned for the I Do? Participants should share plans and resources to “*Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa*”, as well as plans for realia, gestures, role-plays, drawings, methods to check for understanding, class management techniques, providing clear instructions, and plans for transitions. Repeat the same question for each activity below.

3. Activity 15.4.1: We Do

Participants should share plans and resources to “*Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa*” as well as plans for realia, gestures, role-plays, drawings, plans for cooperative learning, methods to check for understanding, examples of actionable feedback to inaccurate responses, class management techniques, providing clear instructions, re-engaging learners who are playing or daydreaming, plans for transitions, positive reinforcement.

4. Activity 15.4.1: You Do

Participants should share ideas for grouping learners to check for understanding, recording observations, plans to rotate checks for understanding among learners, examples of actionable feedback to inaccurate responses, plans to avoid learner down-time while the teacher checks for understanding, positive reinforcement.

5. Activity 15.4.2: Participants should share ideas for each step of the I Do, We Do, You Do as described above.

6. Activity 15.4.3: Participants should share ideas for each step of the I Do, We Do, You Do as described above as well as plans to manage distribution of learner books, methods to ensure speedy location of the proper page in the learner book, resources to support comprehension and fluency in a read aloud as described in Day 2.

7. Conclusion: Participants should share ideas for engaging all learners in the song, modeling the Letter D in the air, and checking for understanding.

CONSOLIDATION: Recap Day 3 Training and adjourn.

National Reading Programme Teacher Training

DAY 4

Training Calendar Agenda

Time	Activity
8:00 – 8:15	Opening and Recap
8:15 – 10:15	4.1 Teaching Comprehension: A case study and a demonstration
10:15 – 10:30	Tea
10:30 – 12:00	4.2 Safe Learning Spaces: Positive Discipline
12:00 – 1:00	Lunch
1:00 – 1:45	4.3 Preparing for the Practicum: Planning the Chichewa Lesson
1:45 – 2:30	4.4 Preparing for the Practicum: Planning the English Lesson
2:30 – 2:45	Tea
2:45 – 3:45	4.5 Collaboration: Sharing Lessons
3:45 – 4:00	Consolidation

Facilitator’s Note: Day 4 is your opportunity to make up any activities that were not covered on Day 3 (because Day 2 activities were pushed to Day 3 and Day 1 activities were pushed to Day 2). Use your discretion to readjust time allotted for activities 4.3-4.5.

Opening



Choose one of the opening games used this week such as *Pass the Ball* or *Musical Questions* or another game of your choice to recap Day 3 activities. Prior to beginning, determine the important points of yesterday’s activities and topics that you wish to highlight. Lead participants through the game.



Good morning and welcome back! We will begin this morning with a quick recap of what we learned yesterday in Days 1-3. Please stand and form a circle.

Day 4 Learning Objectives

At the end of Day 4 you will be able to:

- Recognize the toll that teaching without advance lesson planning, classroom management, and checks for understanding extracts on learning and achievement.
- Formulate actionable feedback to improve classroom management, planning, pacing, and checking for understanding.
- Promote and engage in a professional learning community with colleagues at your school.

- Connect your experiences as a learner to how you teach today, understand what positive discipline is and how to use it in your classroom and school, and recognize how positive discipline and positive reinforcement are important parts of Malawi's National Education Standard 14.

Activity 4.1 Teaching Comprehension: A case study and a demonstration

Duration: 2 hours

Learning Objective 1: At the end of this session you will be able to recognize the toll that teaching without attention to advance lesson planning, classroom management, and checks for understanding have on learning and achievement.

Learning Objective 2: At the end of this session you will be able to formulate actionable feedback to improve classroom management, planning, pacing, and checking for understanding.

Learning Objective 3: At the end of this session you will be able to teach a term two English lesson involving listening comprehension, phonemic awareness, and the alphabetic principle.

Activity 4.1.1: 30 minutes



DO:

Assign participants to groups. Refer them to the Case Study on page 39 in the TR Handbook. Ask for one volunteer to read the case study aloud to the group in plenary. After reading the Case Study ask participants to discuss the questions listed below the Case Study. Allow participants 20 minutes to discuss the questions and form actionable feedback for Mrs. Kampani. Move around the room to listen to discussions. Provide guidance and clarify confusion as necessary.



SAY:

It is now time to share our responses and actionable feedback. May I have one volunteer from each group come to the front of the room?



DO:

Allow one participant to answer each question and provide actionable feedback. Continue until all questions are answered.

Activity 4.1.2: 30 minutes



SAY:

I will now demonstrate how to teach the listening comprehension lesson that we examined

in the case study. This is lesson 17.4 in the English TG. Please turn to the lesson and follow along as I demonstrate. Pay special attention to how my demonstration incorporates the actionable feedback that we provided Mrs. Kampani.



Demonstrate how to teach the lesson. Be sure to prepare in advance and to follow each activity carefully. Lead participants through the lesson by explicitly stating which step and activity you are modeling. Address Mrs. Kampani's areas in need of improvement by modeling how to 1) assign group leaders to distribute learner books at the beginning of the lesson, 2) speed the process of locating the correct page by writing the page number on the chalkboard with very large numbers in a circle (just as they appear in the learner book), by asking learners to assist each other, and by providing positive reinforcement to those who assist others, 3) supplement the images contained in the learner book with chalkboard drawings, realia, gestures, and posters, 4) use the CAT for writing upper and lower case letters, 5) read the story using elements of an effective read aloud, 6) read the story multiple times, and 7) support understanding of comprehension questions using the native language.

Ask participants to note that you have prepared in advance to anticipate challenges and form solutions.



Now that I have concluded my lesson demonstration, I will ask you to reconvene your groups. In your groups you will prepare mini-lessons to demonstrate in plenary. We will all refer to lesson 18.8 in the English TG.

Activity 4.1.3: 1 hour



Assign each group one of the activities from lesson 18.8. Tell participants that they will prepare a mini-lesson for their assigned activity and designate one group member to teach it before the whole group. Allow participants 30 minutes to prepare a mini-lesson for their assigned activities. Reconvene in plenary and refer participants to page 40 in the TR Handbook where they may record their impressions of each mini-lesson.



We will now share our impressions of each mini-lesson using positive reinforcement and actionable feedback.



Call on volunteers to share actionable feedback and positive reinforcement for each mini-

lesson.

Activity 4.2 Safe Learning Spaces: Positive Discipline

Duration: 90 minutes

Learning Objective: By the end of this session you will be able to:

- 1) connect your experiences as a learner to how you teach today,
- 2) understand what positive discipline is and how to use it in your classroom and school, and
- 3) recognize how positive discipline and positive reinforcement are important parts of Malawi's National Education Standard 14.

Introduction: (2 mins)



SAY:

As mentioned on day 1, child-friendly safe learning spaces in schools and classrooms are spaces where teachers and Head Teachers use positive discipline in physically safe spaces. This will be the focus of today's session. In this session, we will begin by exploring how, when we were young learners, our teachers and Head teachers disciplined or punished us and our classmates. We are looking back to when we were young because what happened to us, as learners, affects our teaching practices today. What we experienced shapes our understandings of different kinds of classroom punishment and what we, as teachers, should and should not do.

Activity 4.2.1: When I was a learner (30 mins)

Step 1: Think (5 mins)



SAY:

We will start with a think, pair and share activity. **Think** back to when you were a learner. Turn to page 40 in the TR Handbook.



DO:

Ask one participant to read the first question, and another to read the second. Keep getting participants to read until all questions have been read aloud.



SAY:

Do not discuss your answers with others right now. Just think about your answers to the questions and write down some notes. You will have about three minutes.

- What kind of punishments did you and your classmates receive from your teacher or Head Teacher?
- Why were you and your classmates punished? What behaviors were punished?

- When you were punished, how did you feel about yourself?
- How did you feel about that teacher?
- Did being punished in that way affect your learning? If yes, how?
- Did this punishment teach you anything about how to behave? If yes, what?

Step 2: Pair (10 mins)



DO:

Ask participants to be in pairs to share their answers to the questions.



SAY:

One participant will begin by sharing his or her answers to the questions. That participant will have about 5 minutes to talk about their experiences. I will let you know once those 5 minutes are up. Then the second participant will have about 5 minutes to share their answers to the questions.



DO:

Keep time. Walk around the room while the pairs are sharing and let everyone know when four minutes is up and that it is now time for the second participant in the pair to share. Once another 5 minutes is up, let everyone know that you will all come together to discuss what they have been talking about.

Step 3: Share (15 minutes)



DO:

Ask a few participants to share their experiences. When calling upon participants to respond, alternate between females and males. Then ask participants if they found this activity to be interesting. If some answer no, ask why not. If some answer yes, ask why.

Activity 4.2.2: (30 mins)

Step 1: (10 mins)



SAY:

Now that we have thought about our past experiences, let's discuss the kinds of discipline and punishment we use in our classrooms and schools with our learners. I want you to work in groups of 3. In your group, write a list of types of punishment used by you, other teachers, and the Head Teacher at your school. Write the list in your exercise book/notebook. See page 40 in the TR Handbook.

- What different kinds of punishment do you and teachers at your school use? Describe each punishment in detail.
- Does the punishment differ if the learner is a girl or if the learner is a boy? If yes,

mention the way the punishment differs?

- Does the punishment differ depending on the age of the learner? If yes, mention the way the punishment differs for younger and older learners?
- Does the punishment differ if the learner has a disability? If yes, mention the way the punishment differs?
- Does the punishment differ if the learner is an orphan or suffers from emotional or psychological problems? If yes, mention the way the punishment differs?

I will give you 10 minutes to write your list in your small group.



Organize participants in groups of three. Keep time. Walk around the room to check for understanding while groups are writing their list. Let everyone know when 10 minutes is up.

Step 2: (3 mins)



Now please read through your list again. Put an X beside any punishment you think is a form of corporal punishment. Put a tick () beside any punishment you think is harmful to learners but it not corporal punishment. Do not put any mark beside the punishment you feel is not harmful to learners. I will give you three minutes to go through your list and complete this activity.

Facilitator's Note: Walk around the room to check for understanding. Provide positive reinforcement (verbal or non-verbal). Once the majority of the groups have completed the activity, move on to the next step.

Step 2: (5 mins)



Now please turn to page 41 in the TR Handbook and read the definition of corporal punishment according to United Nations Convention on the Rights of the Child. Malawi signed this Convention on January 2, 1991. Could someone read the definition aloud please?



Give participants enough time to read the definition of corporal punishment (roughly 2 mins).



Now, in your group of three, look back at your list. Did you know that humiliating a learner

by calling him or her a bad name, or having the class “boo” the learner is a form of non-physical corporal punishment? Do you need to change any of the marks you put beside a type of punishment? Please take a few minutes to read through your list and change any of your marks now to make them reflect the definition of corporal punishment, both physical and non-physical.

Step 3: (10 mins)



DO:

Refer participants to page 41 of the TR Handbook. Ask them to read the definition of positive discipline and positive reinforcement.



SAY: Now in your groups, look back at your list of punishments and classify them as either positive discipline or negative discipline. Furthermore, suggest additional examples of positive discipline that you can use to ensure your classrooms and schools are child-friendly safe learning spaces.

Step 4: Plenary (10 mins)



DO:

Ask some participants to share their responses and additional examples of positive discipline.

Activity 4.2.3: (30 mins)

Step 1: 5 mins



SAY:

Now we are going to review how the management of learners’ behaviour is addressed in Malawi’s National Education Standards. Turn to page 43 of the TR Handbook. Take the next few minutes to read through National Education Standard 14: Effective Management of Behaviour. As you are reading, think about the discussions we have just had.



DO:

Give participants 5 minutes to read National Education Standard 14.

Step 2: (15 mins)



SAY:

Now that you have reviewed the National Education Standard 14, you will form groups with other teachers from other schools.



Organize participants so they are in small groups of 3 to 5. Make sure teachers from the same school **are not** sitting in the same group. Assign a group leader. Make sure that some group leaders are female and some are male. (If the number of female and male participants is the same, then make sure there are an equal number of female and male group leaders. If there are more female or male participants, then group leaders should reflect the proportion of female and male participants. For example, if three-quarters of the participants are female then three-quarters of the group leaders should be female.)



In your small group, I want you to discuss questions on page 44 of the TR Handbook. These questions are about your school and the minimum requirements detailed in Requirements 14.8, 14.9, 14.10 and 14.11. Remember if your school meets the minimum requirements, you school should aim to improve their provision and practice by building on their strengths and taking further action through the school improvement planning process. Each group leader will read question 1 and then lead the discussion. Once your group has finished discussing question 1 move on to question 2. Continue until you have discussed all the questions.

Step 2: Plenary (10 mins)



Ask some participants to share their responses.



Over the last four days we have explored and discussed issues related to creating and maintaining child-friendly safe learning spaces. On Monday we discussed gender-equitable teaching. On Tuesday we discussed inclusive teaching and today we discussed positive discipline and positive reinforcement. Each of these are important elements that we need to keep in mind and put into action as we plan our lessons and teach each day. Tomorrow, during the practicum, take the ideas and tips covered during this training regarding safe learning spaces and try them with the learners. After this training, when you return to your schools, please refer to the information regarding the safe learning elements as well as the National Education Minimum Standards in your TR Handbook. Try out the ideas and tips with your learners and discuss how they work with your fellow teachers, your Head Teacher and your PEA. By working together we can improve the classroom and school environments for our learners and, by doing so, help more of our learners learn to read and write more effectively.

Activity 4.3 Preparing for the Practicum

Duration: 2 hours, 45 minutes

Learning Objective: At the end of this session you will be able to prepare for Chichewa

and English lessons for implementation in tomorrow's practicum.

Facilitator's Note: During this activity participants will be preparing lessons for the practicum. You will need to have materials available for them to create the resources that they will use. This includes chart paper, small sheets of paper, tape, scissors, and markers in a range of colors.

Activity 4.3.1: 45 minutes



SAY:

During the training, you have been practicing how to prepare for and teach lessons efficiently and effectively for maximum learner participation and success. For the rest of the day, you will prepare to deliver a practicum lesson to a real audience of learners. I will divide you into two groups: Group A and B. Two participants from each group will be selected to teach a Chichewa lesson, and two participants from each group will be selected to teach an English lesson. I will select the Model Teachers at random tomorrow morning. Today, we will all prepare for and practice implementing a Chichewa lesson and an English lesson.



DO:

Divide the participants into groups A and B.



SAY:

Both groups will prepare to teach the same lessons. Prepare Chichewa Unit 15, lesson 6 and English Unit 14, lesson 5.



DO:

Assign members of Group A to small groups of no more than 5 participants. Do the same for Group B. Direct participants to use the lesson plan template on page 45-47 labeled Chichewa Lesson Plan Term 2, Unit 15, lesson 6. Follow the same procedure used in Day 3 on pages 29-30 of the TR Handbook to write a plan for the Chichewa Lesson.



SAY:

You can share ideas as you work. I will expect your lessons will be similar, but not exactly the same. Remember that as a teacher you will have your own ideas regarding how best to plan the lesson. Use all of the resources available to you including the TG Front Matter, the TR Handbook, and what you have learned during this training. The TOI, on pages 53-59 of the TR Handbook, is an excellent resource for planning as it can serve as a checklist for effective teaching practices. It will also be useful to familiarize yourself with the form as you will be using it during the practicum.



DO:

Move around the room to support groups as they develop plans for the Chichewa lessons.

As necessary, remind them to use the Front Matter and other resources available to them.

Activity 4.3.2: 45 minutes



SAY:

Although you may not have finished planning your Chichewa lesson, we will now turn our attention to planning the English Lesson. You will likely need to spend time this evening completing your plans to make them the best they can be. Let's now begin to write our plans for the English Lesson. I will be available to assist you and answer questions as I move around the room. Direct participants to use the lesson plan template on pages 48-50 labeled English Lesson Plan Term 2, Unit 14, lesson 6. Follow the same procedure used in Day 3 on pages 29-30 of the TR Handbook to write a plan for the English Lesson



DO:

Inform participants that it is time for break. Tell participants they may continue working through the break as they enjoy their refreshments. Inform them that after break you will ask them to work in pairs to review each other's lessons and provide feedback.

Activity 4.3.3 Collaboration: Sharing Lessons

Duration: 1 hour

Learning Objective: At the end of this session you will recognize the value of collaborating with colleagues to improve instruction.



SAY:

For this activity I will ask you to pair with someone from another small group. Please move now to sit next to your partner.



DO:

Direct participants that each partner will have 15 minutes to present each lesson they have prepared. When one partner is presenting, the other partner will offer feedback and suggestions. Participants should record suggestions and feedback on page 51 for Chichewa and page 52 for English. After 30 minutes, the other partner will share each lesson, receive, and record feedback. Alert participants after each 15 minutes has passed. Move around the room to offer additional feedback to each participant as they present.



SAY:

We have reached the end of Day 4. Please feel free to remain to continue planning. Be sure to be fully prepared to teach in the morning. I have seen some excellent applications of classroom management and checking for understanding in the preparations that you have made. Thank you for your hard work!

National Reading Programme Teacher Training

DAY 5

Training Calendar Agenda

Time	Activity
8:00 – 8:15	Opening and logistics
8:15 – 8:30	Walk to school
8:30 – 10:00	5.1 Practicum and Lesson Observation
10:00-10:15	Walk back to training venue
10:15 – 10:30	Tea
10:30 – 12:00	5.2 Reflection and Feedback: Chichewa Lesson
12:00 – 1:00	Lunch
1:00 – 2:30	5.3 Reflection and Feedback: English Lesson
2:30-3:15	5.4 Reflection and Feedback: Safe Learning
3:15-3:30	Tea
3:30-3:45	5.5 Post-Training Survey
3:45-4:00	Final Consolidation

Opening



SAY:

Today, we will participate in the practicum. As we discussed yesterday, I will identify 2 people to teach a Chichewa lesson on listening comprehension and 2 people to teach an English lesson with a dialogue and phonemic awareness activities. There will be two classrooms of learners, Classroom A and Classroom B. Likewise; I will divide you into two groups; Group A and Group B. I am going to select one teacher to implement their Chichewa lesson in the Group A class and another teacher to implement their English lesson in Group A. All remaining participants assigned to Group A will observe the lessons as coaches, recording instructional strengths and areas for improvement using the TOI. We will repeat these logistics for Group B. Once all lessons are completed we will return to the training center to share observations and feedback in plenary.



DO:

Identify participants from Groups A and B to serve as teachers. You will need a total of 4 teachers. It will be important to choose these participants randomly.

Facilitator's Note: You may implement the following activity or choose an activity of your own to ensure a fair and random selection. Ask participants to stand and form a circle. You will stand on the outside of the circle. Ask participants to sing one verse of a familiar a song. When the song walk around the outside of the circle tapping

each participant on the shoulder as you go. When the verse ends, the last participant that you tapped will teach the Chichewa lesson. Repeat the process for the English lesson. Repeat this process for Group B.

DAY 5 Learning Objectives



SAY:

At the end of this day you be able to:

- Practice or observe a Chichewa lesson
- Practice or observe an English lesson
- Use the TOI to observe and record your impressions of the lesson
- Provide actionable feedback for instructional improvement
- Provide actionable feedback for improvement of gender equitable teaching, inclusion, and safe learning environments based on the lesson they have presented during the day

Activity 5.1: Lesson observation



DO:

1. In advance, remind participants of the two copies of the TOI in their TR Handbooks, pages 53-66.
2. . Remind them that, while the TOI is useful as a guide for attending to all aspects of the lesson, it is equally important to use it to jot down anecdotal observations for reference during the feedback sessions.
3. As part of lesson preparation, allow the 2 teachers from Groups A and B who will teach first to enter the classroom before the learners and other participants so they can prepare the environment accordingly before the lesson begins.
4. Encourage them to complete any chalkboard preparation and hang up any realia or posters they may have prepared.
5. Participants who are observing will sit or stand in the back of the classroom where they can clearly see the lesson delivery. Mobile phones **MUST BE TURNED OFF FOR THE DURATION OF THE PRACTICUM.**
6. Have the learners enter the classroom.
7. Brief the learners in each classroom that today; they will have 2 new teachers who will teach them something new and fun. Tell them that they will be taught 2 lessons, 1 English lesson and 1 Chichewa lesson. Tell them to feel free to participate and enjoy the class.
8. When the Chichewa lesson is over in each class the first teacher will lead learners in a series of games, songs, and other activities allowing the teacher of the English

lesson to prepare the classroom for his/her lesson.

9. Ask the teacher who taught the Chichewa lesson in each class to join the other participants as an observer.

Activity 5.2 and 5.3: Reflection and Feedback: Chichewa and English Lessons



SAY:

I would like to thank our teachers today for their hard work preparing and implementing lessons. I would like to ask these teachers to stand and receive a round of applause in appreciation. Now that we have completed our school visit we can review and discuss our observations. I will lead us through the TOI to guide our feedback. I will call on just one participant per TOI item. When I call on you, begin by offering one strength that you observed (in relation to that item, when possible) and one statement of actionable feedback. If your statement is not actionable, I will ask others to help you revise it.



DO:

1. After the practicum, have Group 1 and Group 2 join in plenary. Invite both Chichewa teachers to the front of the room for the feedback session. This will provide teachers receiving feedback a measure of security and allow participants exposure to two teachers' strengths and areas in need of improvement. Direct participants to specify the teacher to they are directing their feedback.
2. In each group, first have the lesson presenters share what they think they did well and which areas in which they think they need to improve. Have them reflect from the lesson preparation process through to the lesson delivery.
3. Encourage the lesson presenters to think about how the lesson delivery impacted the learning process.
4. Then, have those who observed the lesson provide constructive feedback based on the notes they took during the observation. Guide them through each item on the TOI.
5. First complete the feedback process with the teachers who presented the Chichewa lessons and then those who presented the English lessons.
6. Make sure you visit both feedback sessions to provide feedback, clarify confusion and provide positive reinforcement where needed.
7. Reconvene and share the main points discussed in each group per learning area.

Activity 5.4: Reflection and Feedback: Safe Learning Spaces

Duration: 45 minutes



DO:

In each group, first have the lesson presenters share what they think they did well and which areas in which they think they need to improve. Have them reflect from the lesson

preparation process through to the lesson delivery. Encourage the lesson presenters to think about how the lesson delivery impacted female learners, learners with physical and other challenges. Encourage them to evaluate their facilitation of a safe learning environment for all learners. Then, have those who observed the lesson provide constructive feedback based on the notes they took during the observation.



Ask the two teachers from Group A and the two teachers from Group B to stand and be recognized a second time following delivery of lesson feedback.

Activity 5.5: Post-Training Survey

Duration: 15 minutes

Resources Needed

- Copies of post training survey



Now you will take a post-training survey of your knowledge about teaching Chichewa and English in Term 2 of Standard 1. Please complete the information at the top of the form. Now, tick the box labeled Post-Training Survey. Once you have ticked Post-Training Survey, you may begin. When you are finished please raise your hand and I will collect your survey.



Bundle the Post-Training Surveys separately from the Pre-Training Surveys. Keep all surveys in a safe place until contacted by the District Coordinator. It is the responsibility of the District Coordinator to collect all surveys from their district.

Final consolidation



Thank you for your attendance and participation this week. You have now attended the 2nd NRP teacher training, congratulations! Remember that there is 1 more set of trainings you have to attend before the end of this academic year. Attending all the trainings is important to ensure that you are provided with the adequate knowledge and skills to implement the new English and Chichewa lessons successfully in your class! It is also important to have the Infant Section Head, PEA and Key teachers participate in your lessons as your coach! The coaching and trainings are what will enable you to deliver your lessons well so that your learners are able to read and write by the time they reach standard 3! I look forward to working with you during the coach visits and in the next training!

Appendix 1



National Reading Program Teacher, Class and School Observation Instrument Including Chichewa and English Literacy Instruction

A. INSTRUCTIONS

Before you observe the lesson:

1. Make sure you have all the materials necessary (Teacher's Guide, Learner Book, supplementary readers).
2. Meet with the head teacher, Infant Section Head (if applicable) and teacher before the lesson begins to introduce yourself and collect data in Section B
3. Remind the teacher about the purpose of the observation is to:
 - a. Observe the teaching of reading and writing in Chichewa and/or English that is taking place as part of the National Reading Programme (NRP).
 - b. Help you and the teacher identify ways to improve children's literacy skills.
 - c. Provide pedagogical support to teachers to help them continue to improve their literacy instruction
4. Set up your observation space, preferably in a discrete location where you can observe the entire class without disruption.
5. Open your copy of the Teacher's Guide and Learner Book so you can follow along with the lesson.
6. Take note of the materials the teacher has prepared in advance.

During the lesson observation:

7. Observe the entire lesson (**do not interrupt the teacher or leave the classroom, phones must be silenced**)
8. Record your observations on the paper form. You will need to record information in Part 1 and in Parts 2 and 3 of the Lesson Observation at the same time, as the lesson progresses.
9. Take additional notes if needed to inform your post-lesson discussion with the teacher.

After the lesson observation:

10. Complete the Lesson Observation Summary based on your observation and in consultation with the teacher.
11. Provide constructive feedback to the teacher. Consult your coach resource manual for specific guidance and suggested talking points.
12. Be friendly and supportive, allowing the teacher to share ideas and ask questions.

Instructions for Section Heads:

13. Please ensure you complete Section B (excluding information on school feeding) and Section D (Recommendations) for each form. Other sections can be completed if they help your coaching.

14. Coordinate with the Head Teacher to store forms safely and give to Primary Education Advisor for Data Entry.

Instructions for Primary Education Advisors:

15. Request observation forms from Infant Section Head. Use them to complete Section E.

16. Enter data for each coaching session conducted by Section Head since your last visit

Instructions for Key Teachers:

17. Complete all sections of the TOI that will inform your coaching. Do not complete sections that are not of use to your coaching of teachers.

B. GENERAL INFORMATION

Date: ____ | ____ | ____
DD | MM | YY Example: 15 | 08 | 16

Observer First Name: _____ **Observer Surname:** _____

Observer Position PEA | Infant Section Head | Key Teacher

School Name: _____ **School EMIS**

No.: _____

Division: _____ **District:** _____ **Zone:**

Teacher First Name: _____ **Teacher Surname:**

Teacher Employment number: _____ **Teacher Student ID (if no employment ID):**

Teacher Gender: Male | Female

How many times per week is school feeding provided? never | less than 1 | 1 | 2 | 3 | 4 | 5 {for
PEA only}

What time do meals start being offered: ____ | ____ **What time do meals stop being offered:**

____ | ____

HH | MM Example: 09 | 00 or write N | A if there is no school feeding. (

C. INFORMATION ABOUT TODAY'S LESSON AND CLASS OBSERVED

Language: Chichewa | English **Unit Number:** ____ N/A **Lesson No:** ____
N/A

Number of adults present in the classroom: 1 | 2 | 3 (Include Teachers, Student Teachers,
Assistant Teachers)

Number of learners present at the start of the class: Boys: ____ Girls: ____

Type of books being used by learners: Learner books | Supplementary readers

Number of books used by learners: ____ N/A (For Chichewa Lesson 2 or 6)

Start Time of Lesson: ____ | ____

HH | MM Example: 09 | 00

D. LESSON OBSERVATION

PART 1: LESSON CONTENT				
Did teacher conduct the following activities?				
Lesson #	Chichewa Standard 1 Activities			
1 or 5	1. Kuunikanso Maphatikizo (Syllable Review)			
	2. Kuzindikira Liwu Latsopano (Key Word and initial sound)	YES	NO	
	3. Kupeza ndi Kutchula Liwu (Initial Letter Sound Discrimination)	YES	NO	
	4. Dzina la Lembo Latsopano (Letter name, capital and lowercase)	YES	NO	
	5. Kulemba Lembo (Letter Writing)	YES	NO	
2 or 6	1. Kulosera Nkhani (Story Prediction) – Lesson 2	YES	NO	
	OR Kuunikanso Matanthauzo a Mawu (Vocab Review) – Lesson 6	YES	NO	
	2. Kumvetsera Nkhani (Read Aloud Story)			
	3. Kupereka Matanthauzo a Mawu Atsopano (Vocabulary) – Lesson 2	YES	NO	
	OR Kuyankha Mafunso (Answering Comprehension Questions) –Lesson 6	YES	NO	N/A
	4. Kuyankha Mafunso (Answering Comprehension Questions) – Lesson 2 only			
3 or 7	1. Kuwerenga Maphatikizo M'mawu (Syllable Counting)	YES	NO	
	2. Kuunikanso Liwu ndi Dzina la Lembo (Review of Letter Name/Sound)	YES	NO	
	3. Kuwerenga Maphatikizo (Syllable Reading)	YES	NO	
	4. Kuwerenga Mawu (Word Reading)	YES	NO	
	5. Kulemba Maphatikizo (Syllable Writing)	YES	NO	
4 or 8	1. Kukambirana za Pachithunzi (Pre-Reading Picture Discussion)	YES	NO	
	2. Kukonzekera Kuwerenga (Concepts of Print)	YES	NO	
	3. Kuwerenga (Sentence Reading)	YES	NO	
	4. Kuyankha Mafunso (Answering Comprehension Questions)	YES	NO	
	5. Kulemba Mawu Mwaluso (Handwriting-Word Writing)	YES	NO	
9 (T1-T3) and 10 (T1)	Review Activity 1 (Teacher's Choice as recorded in lesson evaluations)			
	Review Activity 2 (Teacher's Choice as recorded in lesson evaluations)	YES	NO	
	Review Activity 3 (Teacher's Choice as recorded in lesson evaluations)	YES	NO	
10 (T2-T3)				
	Work with supplementary materials	YES	NO	

PART 1: LESSON CONTENT				
Did teacher conduct the following activities?				
Lesson #	English Standard 1 Activities			
1-8	Vocabulary	YES	NO	N/A
	Dialogue (1 st Presentation, Review, or Expanded)	YES	NO	N/A
	Read Aloud or Song (1 st Presentation, Review, or Expanded)	YES	NO	N/A
	Phonological Awareness	YES	NO	N/A
	Alphabet Knowledge	YES	NO	N/A
9-10	Review Activity 1 (Teacher's Choice)	YES	NO	N/A
	Review Activity 2 (Teacher's Choice)	YES	NO	N/A
	Review Activity 3 (Teacher's Choice)	YES	NO	N/A
PART 2: LESSON PREPARATION				
1. Did the teacher show evidence of having prepared for this lesson before starting to teach it? <i>For example: Did the teacher seem familiar with the lesson plan, write lesson notes, prepare the necessary materials (like letter cards, word cards, sentence poster, or realia for vocabulary words), and/or write lines, letters or text on the board ahead of time?</i>		YES	PARTIALLY	NO
2. Did the teacher follow the lesson plan?		YES	PARTIALLY	NO
PART 3: LESSON DELIVERY				
GRADUAL RELEASE MODEL				
3. "I Do" – Did the teacher begin most [at least half] of activities by first modeling or demonstrating how to do it while the learners watched and listened?		YES	PARTIALLY	NO
4. "We Do" – After modeling the activity, did the teacher consistently [at least half the time] scaffold the learners' understanding by doing the activity together with them?		YES	PARTIALLY	NO
5. "You Do" –Did the teacher consistently [at least half the time] give learners the opportunity to practice their understanding <i>on their own</i> . <i>For example, did the teacher ask individuals questions and wait for them to figure out the answer and say it on their own, or have the learners work in pairs or independently to practice the new task on their own? To be judged successful (to merit a 'yes') the teacher must not supply the answer immediately before the learner replies</i>		YES	PARTIALLY	NO
LEARNER INCLUSION				
Did the teacher direct attention in all activities <i>equally</i> to: <i>(For questions 6 to 8 consider how teacher directs questions, assigns learning tasks, distributes materials, encourages active participation, and gives positive feedback)</i>				
6. ... boys and girls?		YES	BOYS MORE	GIRLS MORE
7. ... a variety of learners around the classroom? <i>For example: Those in the back of the classroom as often as those in the front, those who raised their hands as well as those who did not, etc.</i>		YES	PARTIALLY	NO

8. ... learners of different abilities and needs? <i>For example: Struggling and skilled readers, learners with physical disabilities, and/or those with visual, hearing or other impairments.</i>	N/A	YES	PARTIAL Y	NO
MONITORING AND FEEDBACK				
9. Did the teacher check learners' understanding throughout the lesson? <i>For example, did the teacher: Watch and listen to the learners closely to monitor their attention, engagement, and responses? Ask questions or have learners justify their answers to confirm their understanding? Walk around the room and observe, listen and provide comments to the learners as they worked in pairs or independently? AND/OR Review learners' exercise books/assignments?</i>		YES	PARTIAL Y	NO
10. Did the teacher consistently provide positive, constructive feedback to learners? <i>For example, did the teacher: Affirmed correct responses, praised learner (e.g., "Excellent effort!"), provided another opportunity for learner to identify correct response, provide encouragement for further effort, helped learner to provide correct response (e.g., "Look at the picture to help you figure out the sound of the first letter in the word.", yes, the first letter/sound/part is correct so look carefully at the..</i>		YES	PARTIAL Y	NO
PACING				
11a. End Time of Lesson: _____ 11b. Total Lesson Minutes: _____ (calculated using lesson start time on page 2 of the TOI, located on page 28 of this Handbook, and the lesson end time located on this page)				
12. The time spent teaching the lesson was: Too short [less than 25 min] about right [25-35 min] too long [more than 35 min]				

Number of learners present at the end of the class: Boys: _____ Girls: _____

E. LESSON OBSERVATION SUMMARY

1. Strengths of instruction	2. Were previous recommendations implemented? <i>Refer to past notes on priority areas for improvement and recommendations. In what ways did the teacher modify instruction to address priority areas for improvement?</i>
3. Priority areas for improvement <i>Identify based on your observation and in consultation with the teacher.</i>	4. Coaching Support <i>List at least 2-3 specific ways that you will provide support to the teacher's areas in need of improvement.</i>

F. SUMMARY OF SECTION HEAD TEACHER COACHING (completed by PEA using forms completed by section head)

Did you meet with Section Head to discuss their coaching? Yes | No

Please complete one form section below for each coaching session Section Head has recorded since your last visit

Coaching Session 1 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No

Coaching Session 2 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No

Coaching Session 3 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No



National Reading Program Teacher, Class and School Observation Instrument Including Chichewa and English Literacy Instruction

A. INSTRUCTIONS

Before you observe the lesson:

1. Make sure you have all the materials necessary (Teacher's Guide, Learner Book, supplementary readers).
2. Meet with the head teacher, Infant Section Head (if applicable) and teacher before the lesson begins to introduce yourself and collect data in Section B
3. Remind the teacher about the purpose of the observation is to:
 - a. Observe the teaching of reading and writing in Chichewa and/or English that is taking place as part of the National Reading Programme (NRP).
 - b. Help you and the teacher identify ways to improve children's literacy skills.
 - c. Provide pedagogical support to teachers to help them continue to improve their literacy instruction
4. Set up your observation space, preferably in a discrete location where you can observe the entire class without disruption.
5. Open your copy of the Teacher's Guide and Learner Book so you can follow along with the lesson.
6. Take note of the materials the teacher has prepared in advance.

During the lesson observation:

7. Observe the entire lesson (**do not interrupt the teacher or leave the classroom, phones must be silenced**)
8. Record your observations on the paper form. You will need to record information in Part 1 and in Parts 2 and 3 of the Lesson Observation at the same time, as the lesson progresses.
9. Take additional notes if needed to inform your post-lesson discussion with the teacher.

After the lesson observation:

10. Complete the Lesson Observation Summary based on your observation and in consultation with the teacher.
11. Provide constructive feedback to the teacher. Consult your coach resource manual for specific guidance and suggested talking points.
12. Be friendly and supportive, allowing the teacher to share ideas and ask questions.

Instructions for Section Heads:

13. Please ensure you complete Section B (excluding information on school feeding) and Section D (Recommendations) for each form. Other sections can be completed if they help your coaching.

14. Coordinate with the Head Teacher to store forms safely and give to Primary Education Advisor for Data Entry.

Instructions for Primary Education Advisors:

15. Request observation forms from Infant Section Head. Use them to complete Section E.

16. Enter data for each coaching session conducted by Section Head since your last visit

Instructions for Key Teachers:

17. Complete all sections of the TOI that will inform your coaching. Do not complete sections that are not of use to your coaching of teachers.

B. GENERAL INFORMATION

Date: ____ | ____ | ____
DD | MM | YY Example: 15 | 08 | 16

Observer First Name: _____ **Observer Surname:** _____

Observer Position PEA | Infant Section Head | Key Teacher

School Name: _____ **School EMIS**

No.: _____

Division: _____ **District:** _____ **Zone:**

Teacher First Name: _____ **Teacher Surname:**

Teacher Employment number: _____ **Teacher Student ID (if no employment ID):**

Teacher Gender: Male | Female

How many times per week is school feeding provided? never | less than 1 | 1 | 2 | 3 | 4 | 5 {for
PEA only}

What time do meals start being offered: ____ | ____ **What time do meals stop being offered:**
____ | ____

HH | MM Example: 09 | 00 or write N | A if there is no school feeding. (

C. INFORMATION ABOUT TODAY'S LESSON AND CLASS OBSERVED

Language: Chichewa | English **Unit Number:** ____ N/A **Lesson No:** ____
N/A

Number of adults present in the classroom: 1 | 2 | 3 (Include Teachers, Student Teachers,
Assistant Teachers)

Number of learners present at the start of the class: Boys: ____ Girls: ____

Type of books being used by learners: Learner books | Supplementary readers

Number of books used by learners: ____ N/A (For Chichewa Lesson 2 or 6)

Start Time of Lesson: ____ | ____

HH | MM Example: 09 | 00

D. LESSON OBSERVATION

PART 1: LESSON CONTENT				
Did teacher conduct the following activities?				
Lesson #	Chichewa Standard 1 Activities			
1 or 5	1. Kuunikanso Maphatikizo (Syllable Review)			
	2. Kuzindikira Liwu Latsopano (Key Word and initial sound)	YES	NO	
	3. Kupeza ndi Kutchula Liwu (Initial Letter Sound Discrimination)	YES	NO	
	4. Dzina la Lembo Latsopano (Letter name, capital and lowercase)	YES	NO	
	5. Kulemba Lembo (Letter Writing)	YES	NO	
2 or 6	1. Kulosera Nkhani (Story Prediction) – Lesson 2 OR Kuunikanso Matanthauzo a Mawu (Vocab Review) – Lesson 6	YES YES	NO NO	
	2. Kumvetsera Nkhani (Read Aloud Story)			
	3. Kupereka Matanthauzo a Mawu Atsopano (Vocabulary) – Lesson 2 OR Kuyankha Mafunso (Answering Comprehension Questions) – Lesson 6	YES YES	NO NO	N/A
	4. Kuyankha Mafunso (Answering Comprehension Questions) – Lesson 2 only			
3 or 7	1. Kuwerenga Maphatikizo M'mawu (Syllable Counting)	YES	NO	
	2. Kuunikanso Liwu ndi Dzina la Lembo (Review of Letter Name/Sound)	YES	NO	
	3. Kuwerenga Maphatikizo (Syllable Reading)	YES	NO	
	4. Kuwerenga Mawu (Word Reading)	YES	NO	
	5. Kulemba Maphatikizo (Syllable Writing)	YES	NO	
4 or 8	1. Kukambirana za Pachithunzi (Pre-Reading Picture Discussion)	YES	NO	
	2. Kukonzekera Kuwerenga (Concepts of Print)	YES	NO	
	3. Kuwerenga (Sentence Reading)	YES	NO	
	4. Kuyankha Mafunso (Answering Comprehension Questions)	YES	NO	
	5. Kulemba Mawu Mwaluso (Handwriting-Word Writing)	YES	NO	
9 (T1-T3) and 10 (T1)	Review Activity 1 (Teacher's Choice as recorded in lesson evaluations)			
	Review Activity 2 (Teacher's Choice as recorded in lesson evaluations)	YES	NO	
	Review Activity 3 (Teacher's Choice as recorded in lesson evaluations)	YES	NO	
10 (T2-T3)	Work with supplementary materials	YES	NO	

PART 1: LESSON CONTENT				
Did teacher conduct the following activities?				
Lesson #	English Standard 1 Activities			
1-8	Vocabulary	YES	NO	N/A
	Dialogue (1 st Presentation, Review, or Expanded)	YES	NO	N/A
	Read Aloud or Song (1 st Presentation, Review, or Expanded)	YES	NO	N/A
	Phonological Awareness	YES	NO	N/A
	Alphabet Knowledge	YES	NO	N/A
9-10	Review Activity 1 (Teacher's Choice)	YES	NO	N/A
	Review Activity 2 (Teacher's Choice)	YES	NO	N/A
	Review Activity 3 (Teacher's Choice)	YES	NO	N/A
PART 2: LESSON PREPARATION				
1. Did the teacher show evidence of having prepared for this lesson before starting to teach it? <i>For example: Did the teacher seem familiar with the lesson plan, write lesson notes, prepare the necessary materials (like letter cards, word cards, sentence poster, or realia for vocabulary words), and/or write lines, letters or text on the board ahead of time?</i>		YES	PARTIAL	NO
2. Did the teacher follow the lesson plan?		YES	PARTIAL	NO
PART 3: LESSON DELIVERY				
GRADUAL RELEASE MODEL				
3. "I Do" – Did the teacher begin most [at least half] of activities by first modeling or demonstrating how to do it while the learners watched and listened?		YES	PARTIAL	NO
4. "We Do" – After modeling the activity, did the teacher consistently [at least half the time] scaffold the learners' understanding by doing the activity together with them?		YES	PARTIAL	NO
5. "You Do" – Did the teacher consistently [at least half the time] give learners the opportunity to practice their understanding <i>on their own</i> . <i>For example, did the teacher ask individuals questions and wait for them to figure out the answer and say it on their own, or have the learners work in pairs or independently to practice the new task on their own? To be judged successful (to merit a 'yes') the teacher must not supply the answer immediately before the learner replies</i>		YES	PARTIAL	NO
LEARNER INCLUSION				
Did the teacher direct attention in all activities <i>equally</i> to: <i>(For questions 6 to 8 consider how teacher directs questions, assigns learning tasks, distributes materials, encourages active participation, and gives positive feedback)</i>				
6. ... boys and girls?		YES	BOYS MORE	GIRLS MORE
7. ... a variety of learners around the classroom? <i>For example: Those in the back of the classroom as often as those in the front, those who raised their hands as well as those who did not, etc.</i>		YES	PARTIAL	NO

8. ... learners of different abilities and needs? <i>For example: Struggling and skilled readers, learners with physical disabilities, and/or those with visual, hearing or other impairments.</i>	N/A	YES	PARTIAL Y	NO
MONITORING AND FEEDBACK				
9. Did the teacher check learners' understanding throughout the lesson? <i>For example, did the teacher: Watch and listen to the learners closely to monitor their attention, engagement, and responses? Ask questions or have learners justify their answers to confirm their understanding? Walk around the room and observe, listen and provide comments to the learners as they worked in pairs or independently? AND/OR Review learners' exercise books/assignments?</i>		YES	PARTIAL Y	NO
10. Did the teacher consistently provide positive, constructive feedback to learners? <i>For example, did the teacher: Affirmed correct responses, praised learner (e.g., "Excellent effort!"), provided another opportunity for learner to identify correct response, provide encouragement for further effort, helped learner to provide correct response (e.g., "Look at the picture to help you figure out the sound of the first letter in the word.", yes, the first letter/sound/part is correct so look carefully at the..</i>		YES	PARTIAL Y	NO
PACING				
11a. End Time of Lesson: _____ 11b. Total Lesson Minutes: _____ (calculated using lesson start time on page 2 of the TOI, located on page 28 of this Handbook, and the lesson end time located on this page)				
12. The time spent teaching the lesson was: Too short [less than 25 min] about right [25-35 min] too long [more than 35 min]				

Number of learners present at the end of the class: Boys: _____ Girls: _____

E. LESSON OBSERVATION SUMMARY

1. Strengths of instruction	2. Were previous recommendations implemented? <i>Refer to past notes on priority areas for improvement and recommendations. In what ways did the teacher modify instruction to address priority areas for improvement?</i>
3. Priority areas for improvement <i>Identify based on your observation and in consultation with the teacher.</i>	4. Coaching Support <i>List at least 2-3 specific ways that you will provide support to the teacher's areas in need of improvement.</i>

F. SUMMARY OF SECTION HEAD TEACHER COACHING (completed by PEA using forms completed by section head)

Did you meet with Section Head to discuss their coaching? Yes | No

Please complete one form section below for each coaching session Section Head has recorded since your last visit

Coaching Session 1 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No

Coaching Session 2 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No

Coaching Session 3 - Date: ____ | ____ | ____ DD | MM | YY Example: 15 | 08 | 16

Teacher First Name: _____ Teacher Surname: _____

Teacher Employment number: _____ Teacher Student ID (if no employment ID): _____

Were recommendations made? (Section D3 on Infant Section Head form) Yes | No

Were recommendations acted on from last time? (Section D2 on Infant Section Head form) Yes | No
