



Ministry of Education, Science and Technology

National Reading Programme

STD 1 Teacher Training Facilitator's Guide

April 2017

National Reading Programme

STD 1 Teacher Training Facilitator's Guide



Malawi Institute of Education

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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	Phonological 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 Phonological 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 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 and revisited in December 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.

Monitors visited schools to observe English and Chichewa lessons in Standard 1. They invited teachers to discuss the challenges encountered implementing Term 2 of the Standard 1 Chichewa and English Teacher's Guide and Learner's Book. At the end of the monitoring exercise, each monitoring team submitted a summary of their data.

NRP Monitoring Findings

Monitors report that teachers across Malawi readily perform activities as described in the Standard 1 Teacher Guide. Teachers regularly implement each step of the I Do, We Do You Do method of instructional delivery. Teachers invite girls and boys to provide responses and demonstrate skills. Teachers assign learners to be in pairs and groups during some activities. In addition to these observations, monitors report that in each of the six districts, examples of exceptional teaching were observed. These exceptional teachers display a mastery level of skills and behaviors described in educational research as "best practices." Based on these findings, materials were developed for this teacher training with the intention of raising all teachers to the level of mastery.

As teachers develop increased levels of professional skill, teacher trainings will revisit familiar topics with the aim of deepening and expanding understanding and practice. Although the presentation of new perspectives and methods relative to familiar topics may at first be confusing, the goal is to provide professional development that builds on well-established strengths toward a cycle of continuous improvement.

We hope that this training will bring new perspectives and new understanding of topics introduced in August of 2016 and revisited in last December's training for the benefit of Malawi's young readers.

From the Ministry of Education, Science, and Technology

2017 Coaching Recommendations for Section Heads and Primary Education Advisors

Recent recommendations from MoEST state that Section Heads (SH) should be the chief providers of NRP coaching to teachers. This recommendation strengthens previous NRP guidelines for coaching. To further strengthen the professional development of teachers through coaching, PEAs will support Section Heads by offering support and guidance regarding coaching activities.

In keeping with the recent recommendations, PEAs will be involved in supporting the Sectional Head to conduct effective coaching. Sometimes during school visits, PEAs can jointly observe a teacher with the Section Heads and jointly give actionable feedback to the teacher based on the lesson observed during post observation meeting. The PEA provides coaching feedback privately to the Section Head after the meeting with the teacher.

These recommendations reflect the MoEST recognition under decentralized functions that the structures at school level be strengthened and supported to improve quality of education. As a way of supporting the Section Heads to carry out coaching effectively, an easy-to-use SH Teacher Observation Instrument (SH TOI) was developed. This instrument will enable them to gather more information on how teaching and learning is being done and give actionable feedback for improved lesson delivery. Section Heads will use the new tool, and their observation notebook to record notes and priority recommendations. PEAs will review these documents during school visits.

Willingness of the Coach and Teacher to trust and respect each other as colleagues is critical to coaching success. It is the role of the Coach to listen carefully as the teacher speaks, to provide encouragement, to observe the lesson respectfully, and to offer actionable support and feedback specific to the teacher's challenges. It is the role of the Teacher to respect the Section Head's coaching abilities and expertise by accepting feedback and working to implement it in daily practice.

2017 Coaching Recommendations for Head Teachers

Head Teachers are responsible for supporting continuous professional development of teachers at their schools through coaching. Therefore, Head Teachers must also be trained to understand the purpose of coaching and to support the SH in providing it. To provide effective coaching support, the Head Teacher must be knowledgeable of all aspects of the NRP and of the principles of effective literacy teaching.

In addition, particular items listed on the SH TOI fall under the responsibilities of Head Teachers. For example, Head Teachers establish the policy for learner book access, allowing learners to take books to and from home each day. They work with the PTA and other community groups to encourage book use and support for reading outside of school. They also work with the community to provide classroom doors so that materials and resources that contribute to a print-rich environment are kept safe and intact.

Most importantly, Head Teachers establish the tone of collegiality, respect, and collaboration at their schools. It is their responsibility to empower Section Heads to provide regular coaching to teachers. It is their responsibility to encourage teachers to work in a spirit of collaboration with the Section Heads in order to achieve professional growth.

Please note: Combining classes and sharing teaching responsibilities is a disservice to the learners and in direct conflict with NRP guidelines issued by the MoEST.

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 SH TOI for review
- Instructions for the teaching practicum on Day 4
- 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 slips activities.

Contents of the Teacher Resource Handbook

Each participant will receive the Teacher Resource Handbook on the first day of training. The 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 Handbook as necessary. The 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 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.

Note to Facilitators: Since a teaching practicum will be conducted on Day 4, you will need to do the following in advance:

- 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 one or two special needs learners, if possible). The practicum will begin with a Chichewa lesson, followed by a short break for learners, and then end with as 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 practicums 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.
- 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 the morning of Day 4, 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 3 to prepare their lessons. Notify participants that they might need to devote evening hours on Thursday to lesson preparation.
- More information regarding the teaching practicum is included in Days 3 and 4.

Tips for Teacher Training Facilitators¹

Note to Facilitators: 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. Strategies for effective facilitation of training sessions include the following:

- For Master Trainer and TOT Trainings, carefully explain the purposes of the TTFG and Teacher Resource Handbook. Demonstrate how activities in the TTFG connect to activities and resources in the Handbook.
- 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.
- 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.
- When referring participants to the Handbook, make sure everyone has a copy before you begin the activity. Model ensuring that all learners are able to fully participate.
- 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 to participate. 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.
- Make sure participants have opportunities to work with different peers when doing group activities throughout the day.

¹ Adapted from *Nigeria Reading and Access Research Activity Training Manual*

- 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 – 9:00	1.1 Pre-Training Survey
9:00 – 9:15	1.2 Training norms and expectations
9:15 – 9:17	1.3 Day 1 Learning Objectives
9:17 – 9: 27	1.4 Ministry of Education coaching recommendations
9:27 – 10:25	1.5 Teachers' Strengths and Challenges
10:25 – 10:40	Tea
10:40 – 11:10	1.6 Re-examining Vocabulary Instruction: Chichewa and English
11:10 – 11: 55	1.7 Advance Lesson Planning: Clarification
11:55 – 12:55	Lunch
12:55 – 1:40	1.8 Advance Lesson Planning: Practice
1:40 – 2:20	1.9 Lesson Presentations
2:20 – 3:00	1.10 Inclusive education: Planning to meet the needs of all learners
3:00 – 3:15	Tea
3:15 – 3:55	1.10 Inclusive education: Planning to meet the needs of all learners
3:55 – 4:05	Consolidation

Welcome and Opening Statement

Facilitator's Note:



Welcome participants to the National Reading Programme Teacher Training for Standard 1. Thank participants for their participation in this very important endeavor to improve teachers' skill and understanding through professional development. Remind participants that the goal of this training is to help teachers expand and refine skills and behaviors that they are currently practicing as well as to revisit and review topics that they identify as problematic in the classroom.

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 survey.

Activity 1.1: Pre-Training Survey

Duration: 15 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. Collect the pre-training surveys and keep them in a safe place until you are asked to submit them.

Activity 1.2: Establishing Training Norms and Expectations

Duration: 15 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 faced in teaching Term 2 NRP curriculum
 - Compare the challenges you have identified with those identified in the February 2017 NRP Monitoring report
 - Share your successes and learn about successes identified in the NRP Monitoring report
 - Describe best practices in vocabulary instruction
 - Describe the purpose of advance lesson planning
 - Use advance lesson planning to demonstrate best practices in vocabulary instruction
 - Identify and plan to meet the needs of all learners in your classroom
-

Activity 1.4: Ministry of Education Coaching Recommendations

Duration: 10 minutes

Learning Objective: by the end of this session, you will know what to expect during the coaching process in the coming academic year.



Ask a volunteer to read through the 2017 Coaching Recommendations for Section Heads and PEAs by the MoEST on pages iv – v of the front matter. Clarify confusion and provide support where necessary.



Section Heads will be providing us with coaching support as often possible in our schools. This will enable us improve our teaching skills by receiving frequent feedback on how we can conduct our lessons and support on how we can improve so that the learners in our classrooms can learn to read with comprehension. The MoEST expects Head Teachers to participate in the process too.



Ask another volunteer to read through the 2017 Coaching Recommendations for Head Teachers on page v of the front matter. Clarify confusion where necessary.

Activity 1.5: Sharing Teachers' Strengths and Challenges

Duration: 58 minutes

Learning Objective: By the end of this session you will be able to describe effective practices and challenges experienced by teachers during Term 2 of NRP implementation.



Assign participants to groups.



In December we discussed how 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 with others, 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 I want to hear your perspectives on how you are faring with Term 2 materials.



Ask participants to take 20 minutes to discuss the challenges they have faced in Term 2 when implementing the NRP. Ask them to categorize their challenges according to the list on page 3 of the Teacher Resource Handbook (TRH). Encourage use of the TRH for recording and sharing information. Move around the room to clarify confusion and provide support.



Ask groups to present the challenges they named in each category. Share the list of challenges identified by the NRP Monitors.



This teacher training focuses on challenges that were experienced in Term 2, so that we find solutions. It is very important, however, that we also recognize and celebrate our strengths to build on them.



Ask groups to discuss the success they have experienced in the literacy instruction during Term 2. Encourage them to share success stories about learners who improved literacy skills because of effective practices. Allow 20 minutes for the discussion. Move around the room to clarify confusion and provide support. Direct participants to the table on page 2 of the TRH where they can record personal teaching strengths.



Ask groups to present their teaching strengths. Ask each group to share one learner success story. Once all groups have shared, ask participants to celebrate each other with a round of applause.



Explain that during the course of this training activities will focus on reinforcing and expanding effective practices. Acknowledge that because this is a refresher training, most concepts will be familiar. Invite participants to share ideas for effective practice throughout the training so that all participants may benefit from individual insights.

Activity 1.6: Re-examining Vocabulary Instruction: Chichewa and English

Duration: 1 hour

Learning Objective: By the end of this session you will be able to identify components of vocabulary instruction that support learner understanding in Chichewa and English.

 **DO:**

Tell participants that now you will conduct an activity in which you will teach vocabulary words in a language that is unfamiliar to most participants. Ask participants if anyone speaks Polish. If so, ask them not to give away the meanings of the words.

 **SAY:**

As I present my lesson, pay special attention to my use of the I Do, We Do, You Do; my use of resources; and my attempt to teach for understanding.

Following my lesson, we will discuss your observations. Please participate in my lesson as if you are Standard 1 learners. Now we will begin.

 **SAY:**

Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.

 **DO:**

Facilitator's Note: In this activity participants will experience vocabulary instruction from the learners' perspective when the instruction lacks sufficient opportunity for mastering understanding. The activity that you demonstrate does not contain best practices.

Stand at the front of the room. Using page 102 in the English LB, point to appropriate pictures and do your best to pronounce the following words:

1. Brudny (dirty)
2. Czysty (clean)
3. Zamiatac (sweep)

Do not share the meanings of the words with participants in English or Chichewa! Say each Polish word three times.



Now we will say the words together.



Stand at the front of the room and point to the pictures again as you say the words. Do this 3 times.



Now you will say the words on your own.



Standing at the front of the room, point to each picture and call on a participant to say the word. Call on 3-4 participants for each picture. Do not leave the front of the room. If a participant cannot provide the word, ask another participant to help him/her.



Now that our Polish vocabulary lesson has ended, turn to the person sitting next to you and discuss the effectiveness of my lesson. The questions on page 4 of the TRH should guide your discussion. You have 5 minutes to form your answers to the questions before we share in plenary. Move around the room to provide support and clarify confusion.

- 1) Did you learn to pronounce the Polish vocabulary words? Explain your response.
- 2) Did you learn the meanings of the Polish vocabulary words? Explain your response.
- 3) Did the teacher use best practice in delivering vocabulary instruction? Explain your response.

As you answer these questions, consider the following:

- I Do, We Do, You Do
- Teaching for understanding in L1 and L2
- Effective use of resources

DO: Direct participants to gather in plenary. Ask one participant to record answers on chart paper as pairs share their thoughts. Direct participants to record answers in the space provided in the TRH.



SAY:

Thank you, everyone, for sharing. Now, let's do a quick Think/Pair/Share. Please turn to your partner and discuss the following question: Name the two practices related to vocabulary instruction that, when performed with mastery, have the highest impact on learning? You have 5 minutes to discuss this before we will share in plenary.



DO:

Ask participants to share their views on high-impact vocabulary instruction. Thank the volunteers and consolidate the activity by reminding participants of the following points regarding best practices in vocabulary instruction. Encourage participants to record points not already included in their TRH.

- Learners each have his/her own book during vocabulary instruction. Learners who have lost/forgotten their books are directed to share a book with another learner.
- The teacher demonstrates an understanding that the principle goal of vocabulary instruction is communicating the meaning of new words. A teacher who is satisfied when learners memorize or “repeat after me” does not demonstrate an understanding of the goal of vocabulary instruction.
- During the I Do, the teacher uses resources to communicate meaning of new vocabulary words. Resources include chalkboard drawings, picture cards, or drawings on chart paper. Resources also include realia and gestures.
- Using the learner book from the front of the room is not an effective practice. The pictures are too small.
- During the We Do:
 - the teacher ensures that learners are pointing to each picture as they say the word. The teacher ensure that learners are pointing to the correct picture during the exercise.

the teacher assigns learners to pairs/groups and moves around the room, bending down to listen and watch, assuring that all learners practice with the support of peers.

the teacher provides positive reinforcement and actionable feedback to learners who are struggling to pronounce the word or demonstrate its meaning. Once the accurate answer is modeled, the teacher comes back to the original learner to provide the opportunity for success.

- During the You Do, the teacher pauses for a 3-count to allow an individual learner to process and then verbalize his/her thoughts.

- the teacher asks groups of learners to demonstrate the success criteria. She emphasizes meaning in addition to pronunciation.

Activity 1.7 Advance Lesson Planning: Clarification

Duration: 45 minutes

Learning Objective: By the end of this session you will be able to describe the purpose of advance lesson planning when coming up with lesson notes and records.



Refer participants to page 6 of the TRH and ask them to complete the Think/Pair/Share activity in pairs. Move around the room to provide support and clarify confusion.

For each item below, indicate if the statement is True or False.

1. When advance lesson planning, a teacher does not need to refer to the scripted lesson in the TG. **FALSE**
2. When writing lesson notes, the teacher can change the order of the activities in the scripted lesson. **FALSE**
3. The first step in advance lesson planning is to study the success criteria for the lesson. **TRUE**
4. Advance lesson planning is optional. Teachers who choose not to plan lessons in advance can deliver instruction that is equally effective as teachers who plan lessons in advance. **FALSE**
5. Classroom management is not a consideration in advance lesson planning because scripted lessons provide directions for effective classroom management. **FALSE**
6. Teachers should not share ideas for effective instruction when creating advance lesson plans. **FALSE**
7. An advance lesson plan replaces the lesson in the TG. **FALSE**
8. Advance lesson planning helps the teacher to come up with a set of instructions, reminders, and resources that the teacher uses *in addition to* the scripted lesson in the TG. **TRUE**
9. Checking for understanding is not a consideration in advance lesson planning because scripted lessons provide directions for checking learner understanding. **FALSE**



Reconvene in plenary. Lead a discussion regarding each item 1-9.



Teachers plan for lessons for many reasons but for all teachers, advance lesson planning is a professional requirement. Teachers do not discard the scripted lesson nor do they change the order of activities when advance planning. Advance planning ensures that the teacher understands the success criteria and can model it accurately and effectively. It also allows teachers to anticipate challenges and create solutions prior to teaching the lesson. Advance lesson planning assists the teacher to come up with lesson notes that help him/her to present an effective lesson. The process of advance lesson planning involves

- Planning classroom management strategies
- Planning ways to check for understanding
- Planning and creating teaching and learning resources

This process allows the teacher to come up with lesson notes which consists of a set of instructions, reminders, and resources that the teacher uses *in addition to* the scripted lesson in the TG. A teacher should not plan during teaching hours.



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.



Refer participants to page 7 in the TRH. INSERT photo of teacher's notes for inspection. Ask them to answer the questions listed below the photo.

Record your answers to each question in the space provided.

1. Is this an example of effective lesson notes ? **NO**
2. Provide evidence to support your answer related to the purposes of advance lesson planning and lesson notes that we have discussed. **There are no plans for classroom**

management, no plans for grouping, no plans for checking understanding, no notes-to-self regarding when to use resources.

3. Provide 2 examples of actionable feedback (specific steps the teacher can follow to improve) you can provide to this teacher. **See below**



With your partner, examine the figure 1.0 Together, decide if this is an example of effective lesson notes with evidence of advance lesson planning. Provide evidence to support your answer related to the purposes of advance lesson planning that we have been discussing. Imagine that you are coaching this teacher on advance lesson planning. What actionable feedback will you offer to this teacher? Remember that actionable feedback is a suggestion for **what the teacher can do** to improve. In this case, what specific steps can the teacher take to write effective lesson notes? You have 10 minutes to complete this activity before we share in plenary.



Move around the room to clarify confusion and provide support. As you move around the room, remind participants that for feedback to be *actionable* it must 1) start with the example that the teacher has produced, 2) focus on a specific idea contained in the example, and, 3) contain a suggestion for **something that the teacher can do** to revise what s/he has produced.



Reconvene in plenary. Call on two volunteers to answer each question listed in the TRH. Guide participants to the ideas included in the following conclusions:

1. This is not an example of effective lesson notes.
2. The main difference between this example and effective lesson notes is that effective lesson notes *move beyond the script*. It uses the script as a guide during advance lesson planning and then contains ideas for *enhancing the script to meet the needs of the learners*. This example does not contain ideas regarding when/how to use prepared resources, it does not contain ideas or reminders regarding classroom management, it does not contain ideas regarding how to check for learner understanding.
3. Actionable Feedback A: *In Activity 1 you have written the new vocabulary words. Can you rewrite to include **how** you will communicate the meanings of these words to your learners?*
Actionable Feedback B: *In Activity 2 you have written the lines of dialogue for the teacher and the learner. Can you include **how** you will role play using body language, gestures, and realia to communicate the meaning of the dialogue to your learners?*



Let's revisit our learning objective, our *success criteria*, for this session. It says, "At the end of this session you will be able to describe the purpose of advance lesson planning when coming up with lesson notes and records." Can one volunteer describe the purpose of advance lesson planning?



Consolidate participants' answers by reminding them that the purpose of advance lesson planning is to become familiar with each activity and think of ways to enhance the script for the purpose of increasing learner understanding and success. Advance lesson planning is a high-impact practice because it brings the script alive for the learners and allows the teacher to move through each activity with confidence and clarity.

Activity 1.8 Advance Lesson Planning: Practice

Duration: 45 minutes

Learning Objective: By the end of this session you will produce an effective, enhanced vocabulary lesson using the script in the TG and your knowledge of advance lesson planning.



Assign participants to groups of not more than 5. Refer participants to the *Steps for Planning a Lesson in Advance* listed on Activity 1.8.1 Page 8 in the TRH. Explain that they will use these steps to advance plan a vocabulary activity that reflects the best practices of vocabulary instruction discussed earlier in the day. Ask participants to review the steps in their groups and the sample lesson notes on Activity 1.8.2. Move around the room to clarify confusion and check for understanding.



- Assign a Term 3 Chichewa lesson containing vocabulary instruction to half of the groups. Assign a Term 3 English lesson containing vocabulary instruction to the remainder of the groups.
- Remind participants to use Front Matter of the TG as they advance plan the lesson.
- Remind them to create all the resources necessary to support learner understanding. Tell participants to complete the lesson notes accordingly.
- Tell them that they will have 40 minutes for advance planning. Remind participants to plan **only** the vocabulary activity.
- Tell them to use the time allotted to the activity as indicated in the TG. Advise them

that after the break groups will demonstrate their lessons.

- Distribute materials including paper, chart paper, and markers to each group.
- Move around the room to provide actionable feedback, clarify confusion, and provide positive reinforcement to participants.

FACILITATOR’S NOTE: Remind participants that lesson notes *do not repeat* the directions provided in the script. The script provides the foundation for the lesson. A teacher’s lesson planning process 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.



When there are five minutes left in the session, advise participants that they should complete their plans within the next five minutes. Invite them to continue working through the break if they need additional time.

Activity 1.9 Demonstrating Vocabulary activities planned in advance

Duration: 35 minutes

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

- Identify high-impact instructional components added to a scripted lesson through advance lesson planning.



Direct participants to combine to make large groups of 10 members according to the following criteria: Each group that prepared a Chichewa vocabulary activity will combine with a group that prepared an English vocabulary activity. Ask groups to designate one teacher for the Chichewa activity and one teacher for the English activity. Tell the groups that each teacher will present the activity according to the time indicated in the TG. Allow groups 2-3 minutes to combine and designate the teachers who will present the activities.



Refer participants to page 10 in the TRH. All participants who are not presenting will observe and record those elements of effective and enhanced instruction that **are not in the script** but added through advance lesson planning. Explain that through advance planning, teachers can enhance scripted lesson with actions and resources that will have a high-impact on learning. We call these actions and resources high-impact practices. Tell participants that following the presentations they will reconvene in plenary to discuss the high-impact instructional effects of advance lesson planning.



As participants present their activities, move around the room to observe each group. Record your observations of participant performance using the table on page 13 of the TRH (included below for your convenience). Do not interrupt the presentations to offer feedback.

Table of Identifying High-Impact Practices through Advance Planning

Activity Component	Description of High-Impact Practice



Once all presentations are complete, reconvene the group in plenary. Ask observer-participants to share the high impact practices that **were added because of advance lesson planning**. Add your own observations to the discussion. Consolidate the session by asking one participant to summarize the how advance lesson planning affects learning.

Activity 1.10: Planning to meet the needs of all learners

Duration: 1 hour, 20 minutes

Learning Objective: By the end of this session you will be able to identify and meet the needs of all learners in your classroom.

Introduction: (5 mins)



SAY:

As you may recall, Safe Learning Spaces has three elements; inclusive teaching practice, gender equitable practices and using positive discipline and reinforcement in physically Safe Spaces. Today we start by discussing Inclusive Teaching practices and tomorrow we will discuss gender-equitable teaching. This will be followed by positive discipline and reinforcement.

In this training we would like to discuss ideas on how to plan lessons in order to meet the needs of all the learners in the classroom. We will share aspects that you need to consider during advance planning of the English and Chichewa lessons. We will then have an opportunity to demonstrate how to deliver these lessons to a class whose learners might have different needs

Activity 1: Identifying the needs of all learners (15 minutes)



DO:

Ask participants to be in pairs and discuss the Case Study about Mrs Tembo, as found on page 11 of the Teacher's Resource Handbook. Ask the pairs to answer Question 1 that follows. Let some pairs share their answers in plenary. Write the key points on a flipchart for the participants to note.



SAY:

You have noted that learners in the classroom are not the same. As such they have different learning styles and needs. Identifying the needs of learners who might be experiencing problems in learning is therefore a critical element of inclusive teaching practice. It is recommended that any lesson planning should consider aspects that will help you to address the needs of the learners who might be experiencing difficulties in learning.

Activity 2: Including aspects for meeting the needs of all learners in planning notes **(20 min)**



Ask the participants to be in groups of 6 to answer Question 2 of the Case Study about Mrs. Tembo, found on page 11 of the Resource Handbook. Ask the groups to refer to the Handout on aspects to consider when planning for an inclusive lesson (found on page 11 of the Teacher Resource Handbook)

After the groups have prepared their lesson planning notes, let the groups share their planning notes in plenary.



The following are some aspects to consider when planning any lesson;

What teaching methods am I going to use?

- Demonstration?
- Story telling?
- Songs?
- Visual?
- Auditory?
- Variation of activities and pace to engage all learners?

What type of resources I am I going to use?

- Charts?
- Real objects?

How will I organise and group learners during the lesson?

- Friendship groupings?
- Mixed gender/same gender groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, e.g. Stronger reader/weaker reader?

How will I organise the classroom?

- Is seating carefully planned for learners with specific impairments, e.g mobility impairments; hearing impairments; visual impairment;
- Short attention span/easily distracted?
- Learning difficulties who need a lot of support, eg: next to a strong peer?

Activity 3: Demonstrating teaching learners with diverse needs (30 min)



After the groups have shared their plans, ask one or two groups to demonstrate their mini lesson. As the groups are presenting, let the other participants observe and take notes for sharing after the presentations. After the lesson demonstration, ask the participants to share their observations regarding what went well and what should have been done better during the mini lesson demonstration.



We have discussed the importance of planning to meet the needs of all learners during lesson planning. The good news is that our scripted lesson plans already have some of the elements that can help in meeting the needs of learners who might be experiencing difficulties in learning. Examples of these elements include the following;

Teaching approaches:

- I do, we do, you do
- Demonstration
- question and answer
- songs
- storytelling
- variation of activities
- Orderly arrangement of activities-from simple tasks to more difficult task, from the known to the unknown

Use of teaching and learning resources

- Use of different resources for different purposes. realia, visual aids, Learners books

Student groupings

- Students of mixed abilities working together in groups and pairs

Consolidation: Day 1

Duration: 10 minutes



Ask participants to reflect on the day's. Direct them to name one aspect of today's training that requires revisiting on a piece of paper and collect all the papers.

POST TRAINING



Meet with your co-facilitator(s) to review the exit slips. Identify the topic mentioned most often in the exit slips and develop a Day 2 recap activity to review and reinforce the topic. Also, share your impressions of the day's strengths and weaknesses.

Discuss how your facilitation will improve tomorrow.

National Reading Programme Teacher Training

DAY 2

Training Calendar Agenda

Time	Activity
8:00 – 8:10	Welcome and Recap
8:10-8:15	2.1 Day 2 Learning Objectives
8:15 – 8:35	2.2 Develop and Practice Chichewa PA activities
8:35 – 9: 05	2.3 Identifying Phonological Awareness Activities in Chichewa
9:05 – 10:35	2.4 Teaching PA Activities: Plan and Practice
10:35 – 10:40	Tea Break
10:40 – 11:40	2.5 Pronouncing blends and digraphs in Chichewa.
11:40 – 12:40	2.6 Safe Learning Spaces: Positive Discipline
12: 40 – 1:40	Lunch
1:40 – 2:10	2.7 Phonological Awareness Activities in English
2:10 – 3:10	2.8 Teaching Phonological Awareness (English) Plan and Practice
3:10 – 3:20	Tea Break
3:20 – 4:00	2.9 Pronouncing Letter Sounds in English
4:00 – 4:05	Consolidation

Welcome and Recap

Duration: 10 minutes



In advance, go through the exit slips to identify areas that the participants have pointed out as challenging. Review those areas with the participants



We are going to review what we learned yesterday. Our review will focus on the areas you pointed out as challenging on the exit slips.

Activity 2.1: Day 2 Learning Objectives

Duration: 5 minutes



SAY: By the end of the day you will be able to:

- 1. Develop Chichewa Phonological Awareness activities**
- 2. Identify phonological awareness activities teachers find difficult to from the Term 3 Chichewa and English Lessons.**
- 3. Plan, practice and teach Chichewa and English PA activities.**
- 4. Practice the sounds of blends and diagraphs taught in Chichewa**
- 5. Practice the sounds of letter taught in English.**

By the end of this session you will be able to plan and teach a Phonological Awareness activity to help learners develop the skill effectively.

Activity: 2.2 Developing and Practicing Phonological Awareness Activities

Duration: 20 minutes



SAY:

During last term, some NRP monitors went around selected schools across Malawi to support the teaching process by identifying areas that we still need support in. One of the areas identified was the teaching of Phonological Awareness (PA) activities. The development of Phonological Awareness is important because it supports the ability to read (decode) and spell (encode). In the Chichewa TG, there are various activities aimed at developing the PA skill in learners. The activities range from singing songs, reciting poems, storytelling, initial letter sound recognition, identifying letter sounds in a word , counting syllables in words, blending and segmenting syllables. We are now going to design activities that will allow us to practice PA.



DO:

Divide participants into 4 groups. Assign each group 10 minutes to develop one of the following activities;

- A Song that will provide practice for the letter sounds /nd/, /ch/, /t/, /s/
- An activity that introduces the Initial Letter Sound /h/ in words
- An activity that requires participants to identify initial letter sound in a word/s

- An activity that involves Counting syllables in words to practice the letter sound of the vowel /o/

Encourage the group members to develop teaching resources to reinforce the understanding of the participants. Move around the room to support the participants where required. Reconvene the group and ask each group to present their activity.

Ensure that all participants are active during the presentation.



When you support learners to develop Phonological Awareness, you enable them to make connections between the spoken language and the letters that represent these sounds. The activities you just developed are all ways in which a teacher can support their learner to develop Phonological Awareness.

Activity 2.3 Identifying Phonological Awareness Activities in Chichewa

Duration: 30 minutes



Have participants sit in 4 – 6 groups. Refer participants to chart titled PA activities for Term 3 on page 12 of the resource handbook.



Go through the term 3 lessons in the Chichewa TG and identify the PA activities. Talk about the activities as a group and list down the ones you think will be difficult for you to teach in the coming term.



Reconvene the group after 15 minutes. Have them share the activities they listed with the rest of the participants, 1 group at a time. Single out the common activities which participants feel they will have difficulties in teaching.



We are now going to work in groups to plan how we could teach the activities we find difficult in an effective way. First, read through the *Tips for teaching a PA activity on*, page 13 Activity 2.3 in the Handbook.



Ask a few volunteers to read through the tips aloud. Clarify any issues raised by the participants to make sure they understand the tips. After sharing the tips, explain to participants that each group will now plan 1 of the activities and demonstrate it.

Activity 2.4: Teaching Phonological Awareness (Chichewa) Plan and Practice

Activities

Duration: 90 Minutes



Ask participants to convene in their groups. Identify and assign 1 of the activities the participants thought would be difficult for them to teach to each group. Be sure to choose the activities most of the participants identified as difficult. Explain that in their groups, they will advance plan the Phonological Awareness activity before demonstrating it.

Refer participants to page 13 in the TRH for the advance plan template for this activity. Remind participants that for this activity we are focusing on a single activity within a lesson. Point out that we will practice creating an advance plan for just this single activity. Explain that when we advance plan an entire lesson, we study each activity and create plans for each step of the activity. Today, we will advance plan for just one activity within a lesson. Remind them that teachers advance plan for every activity within a lesson.



Be sure that resource materials are available for participants as they prepare pictures cards or drawings. Move around the room encouraging their creativity, clarifying confusion, and providing actionable feedback.



After 45 minutes call for participants' attention. Explain that each group will designate a teacher to present their activity. Allow each group 10 minutes to present. Allow time for participants to provide feedback to each other in particular regarding the use of resources and strategies.



Let's give another round of applause to all our groups and presenters. I would like to invite one participant to consolidate this activity by explaining how these strategies will impact learners' development of Phonological Awareness.

TEA BREAK

Activity 2.5 Pronouncing blends and digraphs taught in Chichewa Term 3

Duration: 1 Hour



SAY:

We are now going to practice pronunciation of blends and digraphs taught in term 3.



DO:

Refer participants to activity 2.5 on page 13 in the handbook. Tell them that in term 3 Chichewa, they will be teaching the list of letter combinations they will be teaching in term 3. These are called blends and digraphs.



SAY:

The difference between a blend and a digraph is that in a digraph, the sounds of the letters in the letter combination is not distinctly heard. Let us say the word ‘phiri’ repeatedly together.



DO:

Guide the participants to say the word aloud 2 or 3 times. Then ask them chunk the word into syllables so that they say “phi” , “ri”. Ask them to isolate the syllable with the letter combination, they will end up with “phi” . They should repeat the syllable 2 or 3 times. Then guide the participants to remove the vowel sound in the syllable. What they have now is /ph/. Allow them to practice the sound /ph/ several times. Repeat the process with other words beginning with the letter combination /ph/ such as phala and phika.



SAY:

When giving the sound of the letter combination /ph/, you do not hear the sound of each letter distinctly. With blends however, you can clearly distinguish the sounds of each letter in a combination. For example, let us say the word ‘mtengo’ repeatedly together.



DO:

Guide the participants to say the word aloud 2 or 3 times. Then ask them chunk the word into syllables so that they say “mte”, “ngo”. Ask them to isolate the syllable with the letter combination, they will end up with “mte”. They should repeat the syllable 2 or 3 times. Then guide the participants to remove the vowel sound in the syllable. What they have now is /mt/. Allow them to practice the sound /mt/ several times. Repeat the process with other words beginning with the letter combination /mt/ such as mtima and mtondo.



You will have noticed that when giving the sound of the letter combination /mt/, you sounded both the /m/ and /t/ so that none of those were silent even when pronounced together as a combined sound.

We will now practice sounding out the blends and the diagraphs together using the words given in activity 2.5 on page 13 of the handbook. You may include of other words with the given letter combination as you practice.



Have participants practice the blends and diagraphs in pairs. Refer them to the guidelines provided on page 14 of the handbook. Move around the room and provide actionable feedback where needed. After 20 minutes, reconvene the group. Ask several volunteers to sound out each blend and diagraph, following the guidelines provided.



It is important that we make time to practice these sounds at our school. We can plan to meet before a lesson and practice the blend or diagraph being taught on that day. Each one of us must first practice giving the letter sounds as we plan for the lesson. It is important to also guide the learners to learn the letter sound following the steps provided in the guidelines. Letter sounds are better taught that way then in isolation.

Activity 2.6: Discussing Safe Learning Spaces: Positive Discipline

Duration: 45 minutes

Learning Objectives: By the end of this session, you will be able to explain how our actions and words, as teachers, either satisfy or go against requirements from the National Education Standard 14: Effective management of behavior.

Introduction (5 mins)



As you may recall from our December 2016 training, child-friendly safe learning spaces in schools and classrooms are spaces where teachers and Head Teachers use positive discipline in physically and psychologically safe schools. Please think back to our last training.

Let's review the definition of positive discipline. Can anyone tell me something about positive discipline? What does it mean to use positive discipline in your class and school? Can you give me examples of positive discipline?

(Participants' responses may include any element from the following definition of Positive

Discipline:

Positive discipline is a method of discipline that involves teachers and school officials teaching learners how to behave appropriately without using violence or the threat of violence (including physiological and psychological violence, such as humiliation).

Positive discipline methods involve the following:

- Giving learner clear rules for what behavior is acceptable and what behavior is unacceptable,
- Teaching learners how to abide by these rules.
- Encouraging learners to behave appropriately, not because they fear painful punishment, but because they understand clearly what kind of behavior is expected of them.
- Paying attention to learners' emotional and psychological needs that can be the cause of their misbehavior.)



SAY:

In this session, we will explore examples of what we do and say as teachers each day related to discipline. We will think about how these word and actions affect our learners and how they relate to the requirements of the National Education Standard 14: Effective management of behavior. This will help us to realize that our everyday actions either satisfy or go against various requirements. This will also enable you to use National Education Standard 14 requirements to review how you are managing learners' behavior and plan for improvement, where necessary.



DO:

Individual Work (10 mins)

Refer participants to the scenarios on page 16 of the Teacher Resource Handbook. Assign half the group the scenarios numbered 1 to 5 and assign the other half the scenarios numbered 6 to 10. Ask them to imagine what that teacher's words and actions mean for the learner who is the focus of the teacher's attention and the other learners in the class. Tell them to answer the three questions.



DO:

Group share (20 mins)

Each group needs to have some who worked on the scenarios numbered 1 to 5 and some who worked on the other half the scenarios numbered 6 to 10. Have groups discuss the scenarios from one to ten by doing the following: one participant reads the scenario and then others in the group share what National Education Standards requirements they think apply to the scenario and explain why. Participants may have differing views on which requirements apply to each scenario.

Questions for each scenario

1. What do this teacher's words and actions tell the learner?
2. What does this teacher's words and actions tell other learners in the class?
3. Review the requirements for National Education Standard 14. Write all the requirement numbers that are related to this scenario and explain why they are related.

Scenarios for Group A

Scenario 1: A teacher tells a learner to beat any other learners who are making noise or misbehaving.

Scenario 2: Teacher sees a Std. 1 learner doing a "you do" action very well and praises the learner by name so that all the other learners can hear.

Scenario 3: A learner points to her nose when asked to point to her mouth. The teacher says "thank you for trying. That is your nose, not your mouth. Who can point to their mouth?"

Scenario 4: The teacher makes a Std. 5 boy take off all his clothes and stand in front of other learners as a form of punishment. The teacher tells the girls to laugh at the boy.

Scenario 5: A Std. 1 learner wants the learner sitting beside her/him to play with him/her. The teacher tells the learner to be quiet and pay attention. After a few minutes the child starts talking/disrupting the other learner. The teacher then moves the learner to sit closer to the teacher.

Scenarios for Group B

Scenario 6: A male learner grabs a female learner's breast as she walk by his desk. The teacher sees this happen. The teacher immediately tells the boy to stop and then talks to him after school so he understands that behaviour will not be tolerated in class or at school and the consequences of continuing this behavior (such as a police report). The teacher also talks to the girl to let her know that that behavior will not be tolerated in class, at school or in the community and that she should tell him if any of the boys do this.

Scenario 7: One day, a Std 5 boy was talking to his classmate and was given a warning by the teacher. Ten minutes later a girl was talking to her classmate and the teacher says very loudly to the girl, "why do you waste your time at school! Go get married"

Scenario 8: A Std. 4 learner come to school late and her teacher sends her home. The learner misses all her lessons on that day and has trouble following her lessons the next day because of what she has missed.

Scenario 9: A Std 3 learner is sent out of class because another learner said that he was singing in class. The learner was not singing, therefore the teacher did not hear the learner singing. The teacher sent the learner out of the class without talking with learner.

Scenario 10: A teacher notices that a group of overage children are calling a younger learner with disability bad names, taking his bag, and eating his food. The teacher calls the group of children over and asks why they are doing this and talks to them about why what they are doing is wrong. The teacher tells these learners that they must clean the classroom after school for two days.



Plenary (10 mins)

Have a flip chart prepared with numbers 1-10 listed vertically. Starting with scenario 1, ask participants to share the requirement or requirements they believe relate to this scenario. Write all the number of the all requirements that participants mention on the flip chart. For example, Scenario 1 – 14.6, 14.2, 14.8.(Note: there will be differing opinions and interpretations. There is no right answer.) Then move to the next scenario and do the same. Continue until you have discussed all ten scenarios.



In this session, we have explored examples of how what we do and say as teachers affects our learners and how what we say and do relates to the requirements of the National Education Standard 14 (Activity 2.6.1 on page 15 of the TRH).

This can help you to realize that our everyday words and actions either satisfy or go against various requirements. This realization will enable you to use National Education Standard 14 to review how you are managing your learners' behavior in relation to the requirements and plan for improvement, where necessary.

Activity: 2.7 Identifying Phonological Awareness Activities in English.

Duration: 30 minutes



Have participants sit in 4 – 6 groups. Refer participants to chart titled PA activities for English Term 3 on page 16.of the resource handbook.



Go through the term 3 lessons in the English TG and identify the PA activities. Talk about the activities as a group and list down the ones you think will be difficult for you to teach in the coming term.



Reconvene the group after 15 minutes. Have them share the activities they listed with the rest of the participants, 1 group at a time. Single out the common activities which participants feel they will have difficulties in teaching.



SAY:

We are now going to work in groups to plan how we could teach the activities we find difficult in an effective way. Each group will plan 1 activity and demonstrate how to teach it. As you plan, remember to refer to the *Tips for teaching a PA activity on* ,page 12. Activity 2.3 in the Handbook.

Activity 2.8: Teaching Phonological Awareness (English) Plan and Practice Activities

Duration: 1 hour

Learning Objective: By the end of this session you will be able to plan and teach a Phonological Awareness activity from the English TG to help learners develop the skill effectively.



SAY:

The teaching of Phonological awareness activities in English in term 3 will be done using pictures, visual aids, and realia. This is so to ensure that letter sounds are not taught in isolation but introduced to learners within in a word first.

This is helpful for us to know as we plan the activities so that we can also plan for the use of visual aids, realia, gestures and pictures.



DO:

Ask participants to convene in their groups. Identify and assign 1 of the activities the participants thought would be difficult for them to teach to each group. Be sure to choose the activities most of the participants identified as difficult. Explain that in their groups, they will advance plan the Phonological Awareness activity before demonstrating it.

Refer participants to page 16 in the TRH for the advance plan template for this activity. Remind participants that for this activity we are focusing on a single activity within a lesson. Point out that we will practice creating an advance plan for just this single activity. Explain that when we advance plan an entire lesson, we study each activity and create plans for each step of the activity. Today, we will advance plan for just one activity within a lesson. Remind them that teachers advance plan for every activity within a lesson.



DO:

Be sure that resource materials are available for participants as they prepare pictures cards or drawings. Move around the room encouraging their creativity, clarifying confusion, and providing actionable feedback.



DO:

After 45 minutes call for participants' attention. Explain that each group will designate a teacher to present their activity. Allow each group 10 minutes to present. Allow time for participants to provide feedback to each other in particular regarding the use of resources and strategies.



SAY:

Let's give another round of applause to all our groups and presenters. I would like to invite one participant to consolidate this activity by explaining how these strategies will impact learners' development of Phonological Awareness.

Activity 2.9 Pronouncing letter sounds taught in English

Duration: 40 minutes



SAY:

We are now going to practice pronunciation of the letter sounds taught in term 3.



DO:

Refer participants to the Activity 2.9 on page 17 of the handbook. Ask them to read the paragraph independently. When they are done, respond to any questions they may have to help them understand the paragraph better.



SAY:

There are some letter sounds in that do not change both in English and Chichewa. An example of this is the letter sound /s/. We will practice together some guidelines on how to come up with the sound /s/ successfully.



DO:

Guide the participants to say the name of the letter's'. Ask them to say the letter name 2 times es, es. Guide participants to identify the vowel that they can hear when they say the letter name. The vowel sound is /e/. Then ask them to try and give the letter name without the vowel sound at the beginning. What they have now is /s/. The letter sound /s/. Tell them that the letter sound is just like a snakes hiss /s/. Allow them to practice the sound /s/ several times.



SAY:

Another letter sound that follows the same principle as /s/ is /r/. Say the letter name 'r' 2 times. What vowel do you hear in the letter name 'r'?



DO:

Ask participants to briefly talk about this with the person sitting next to them. They should hear the sound of the vowel a, as in /ar/. Ask them to repeat the letter name without sounding the vowel /a/. What they have now is /r/.



SAY:

We will now practice sounding out the other letters taught in term 3 using the guidelines and words provided in Activity 2.9 on page 17 in the TRH. You can come up with other words to practice the letter sounds.



Have participants practice the letter sounds in pairs. Move around the room and provide actionable feedback where needed. After 20 minutes, reconvene the group. Ask several volunteers to sound out each letter with guidance from the notes provided in the TRH.



You can use the guidelines provided in your handbook during lessons to make it easier for your learners to give letter sounds correctly. Remember to practice over and over again before the lesson and with the learners because the mastery of letter sounds depends on the amount of time you spend practicing.

Consolidation

Duration: 5 minutes

Thank participants for their active participation and contributions.

DAY 3

Training Calendar Agenda

Time	Activity
8:00 – 8:15	Opening and Recap
8:15 – 8:17	3.1 Day 3 Learning Objectives
8:17 – 8:45	3.2 Teaching Dialogue: Before, During, and After Strategies to support accuracy and comprehension
8:45 – 10:15	3.3 Teaching Dialogue: Plan and Practice
10:15 – 10:30	Tea
10:30 – 11:15	3.4 Classroom Management: Strategies for practice
11:15 – 12:00	3.5 Actionable Feedback: Strategies for practice
12:00 – 1:00	Lunch
1:00 – 1:30	3.6 Safe Learning Spaces: Gender Equitable Teaching Practices
1:30 – 3:00	3.7 Practicum Preparation: Advance planning for Chichewa and English lessons
3:00 – 3:15	Tea
3:15 – 3:50	3.8 Collaboration: Sharing lesson ideas
3:50 – 4:00	Consolidation

Opening



SAY:

Good morning and welcome back! We will begin this morning with a quick recap of



DO:

Facilitator’s Note: Based on the information collected in Day 2 consolidation, plan an activity to reinforce understanding or clarify confusion. This should be based on the participants’ needs as expressed at the end of Day 2. Describe your activity in the space provided above before implementing it with participants.



SAY:

Day 3 Learning Objectives

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

- Teach a dialogue in English to help learners speak accurately and with understanding
- Describe and implement high-impact classroom management strategies
- Describe and implement actionable feedback for common learner difficulties
- Advance plan two lessons, one in Chichewa and one in English, consolidating all of the topics covered in this training
- Describe teaching practices that are gender-equitable or gender-biased in relation to the to the National Education Standards.

Activity 3.2: Teaching Dialogue: Before, During, and After Strategies to support accuracy and understanding.

Duration: 30 minutes

Learning Objective: By the end of this session you will be able to describe strategies for teaching English dialogues to support accuracy and understanding.

 **DO:**

Ask participants to turn to discuss the following question in a Think/Pair/Share: Describe 2 strategies that you use (or could use) to help learners speak and understand dialogues in English. Tell participants that they will have 5 minutes to brainstorm 2 strategies. Move around the room to clarify confusion and provide support.

 **DO:**

Refer participants to the three idea webs on page 19 of the TRH. Ask them to notice that there is a web for “Before”, “During”, and “After” strategies. Ask them to record their ideas on the appropriate web.

 **DO:**

Ask for several participants to share their strategies. Direct participants to notice to which web most of the strategies belong. Share that best practices for teaching dialogues include instructional strategies that can be implemented before you begin the dialogue, during practice of the dialogue, and after completing the dialogue.

 **DO:**

Assign participants to groups. Refer participants to the list of strategies on page 19 of the TRH.



Using the three webs that appear on page 19 & 20, categorize each strategy according to when you would use it, before beginning the dialogue, during the practice, or after completing the dialogue.



Explain to participants that they will have 10 minutes to categorize each strategy. Remind them to use the webs in the TRH. **Facilitator's Note: Avoid putting these webs on charts to save time. This entire activity is just 30 minutes in duration.** Move around the room to offer support and clarify confusion.



After 10 minutes reconvene in plenary. Ask participants to share how they have categorized each strategy. Remind participants that the “Before” strategies should be incorporated in to the I Do, the “During” strategies should be incorporated in the We Do, and that the “After” strategies should be incorporated into the “You Do.” Point out that this is another example of taking the I Do, We Do, You Do, to the level of mastery. Refer to the proper categorization below:

Before:

- Create picture cards to target vocabulary words that will support comprehension
- Draw a scene on the chalkboard to convey the setting of the dialogue
- Role play and use realia to convey what the dialogue is about and who the people speaking it are. Exaggerate movements to emphasize meaning.
- Speak clearly and in an audible voice so that learners can make sense of what you are saying
- Do a pre-listening activity—create a “Pictionary” of the target vocabulary words that will support listening comprehension.

During:

- Model reading the dialogue in “chunks”, a few words at a time so that learners have enough time to say the words with you.
- Repeat words or sentences to give learners another chance to listen with understanding.
- Stress or exaggerate key words to promote understanding.
- Select a few learners with whom you can role play what is happening in the dialogue. Encourage them to stress or exaggerate key words.
- Speak clearly and in an audible voice so that learners can make sense of what you are saying
- Repeat words or sentences to give learners another chance to listen with understanding.
- Give learners enough time to take in what you are saying.

After:

- Ask learners to demonstrate the dialogue accurately by using the “chunking” technique to say long sentences.
- Ask learners to demonstrate understanding by drawing or role-playing key words
- When asking questions that learners do not know the answer to, repeat any of the strategies mentioned in the *before listening* and *during listening* sections.



SAY:

In your groups, discuss how these strategies for teaching a dialogue are related to advance planning. Please take 3 minutes to discuss before we reconvene.



DO:

Reconvene and ask two volunteers to describe the relationship between advance planning and implementation of the strategies during instruction. Guide participants to recognize that when the teacher studies the dialogue in advance, h/she decides how to help learners meet the success criteria by creating extra activities and resources that are not included in the scripted lesson.

Activity 3.3 Teaching Dialogue: Plan and Practice

Duration: 90 minutes

Learning Objective: By the end of this session you will be able to plan and teach a dialogue to help learners speak accurately and with understanding.

 **DO:**

Ask participants to convene in their groups. Identify and assign Term 3 lessons containing a dialogue activity. Be sure to choose dialogues containing long sentences. Assign each group a different activity. Explain that in their groups, they will advance plan the dialogue activity before demonstrating it.

Refer participants to page 21 in the TRH for the advance plan template for this activity. Remind participants that for this activity we are focusing on a single activity within a lesson. Point out that we will practice creating an advance plan for just this single activity. Explain that when we advance plan an entire lesson, we study each activity and create plans for each step of the activity. Today, we will advance plan for just one activity within a lesson. Remind them that teachers advance plan for every activity within a lesson.

Facilitator's Note: Monitors report that there is confusion in the field regarding the advance lesson plan. For this reason, please be as explicit as possible regarding the purpose of this activity and the abbreviated process for advance planning that we are using for *this activity*.

 **DO:**

Be sure that resource materials are available for participants as they prepare pictures cards or drawings. Move around the room encouraging their creativity, clarifying confusion, and providing actionable feedback.

 **DO:**

After 45 minutes call for participants' attention. Explain that each group will designate a teacher to present their vocabulary activity. Allow each group 10 minutes to present.

 **SAY:**

Let's give another round of applause to all our groups and presenters. I would like to invite one participant to consolidate this activity by explaining how these strategies will impact learners' accuracy and comprehension.

Activity 3.4 Discussing Classroom Management: Strategies for practice

Duration: 45 minutes

Learning Objective: By the end of this session you will be able to describe and implement high-impact classroom management strategies.



Our next activity involves role-play, observation, and feedback. I'll need two volunteers who are willing to demonstrate new strategies for classroom management, while the rest of us observe and offer feedback while participating as Standard 1 learners.



Direct participants to be in groups and refer to page 21 in the TRH. Ask participants to read the section titled *Setting Clear Expectations and consequences with Class Rules*. Refer participants the figure on page 21 of the TRH labelled Our Class Rules. Explain that this is an example of how teachers can post class rules. Remind them that it should be written in Chichewa or English with pictures to support understanding. Explain that it is an example, and that different classes require different sets of rules.



For Standard 1 learners, include no more than 3 class rules on your poster. You will notice that I have listed five sample rules on my chart for the purpose of example. However, it's important to remember that the simpler the rules are the easier they are to enforce and the fewer rules there are, the better Standard 1 learners will be able to remember and abide by them. The rules you establish for your class depends on you as a teacher and the learners in your class.



Ask participants to decide on 3 rules for their Standard 1 class. Remind them that the rules they create must be written in simple Chichewa or English with drawings to support understanding. Tell participants that they have 10 minutes to establish their class rules and present them on chart paper. While they are discussing, distribute chart paper and markers. Move around the room to provide feedback and clarify confusion. After 10 minutes reconvene in plenary. Direct all participants to post their rules



Refer to groups again to the section on page 21 of Activity 3.4. Next, ask them to read Scenario 1 on page 22. Direct participants to use the tips and their rules to plan their response to the 3 unruly learners. Allow 5 minutes then ask for one volunteer to come to the front of the room, along with his/her set of class rules. Direct participants to read Scenario 1.



Please demonstrate how you will use your class rules to correct the situation described in Scenario 1. Remember that your goal is always to get the offending learners to recognize which rules they have broken. Once they recognize their mistake, it is important that you give them the opportunity to display appropriate behavior. When they do, offer positive reinforcement as quickly as possible.



Assign three participants to role play Sabisa, Makeno, and Thembo. Then, invite the volunteer/teacher to role play his/her response.



Ask for a round of applause for the actors. Direct participants to offer feedback to the teacher based on the information on page 21 of the TRH, *Setting Clear Expectations through Class Rules*.



Repeat this role play two more times using different actors. Each time, point out with participants what worked well and what is still in need of improvement. After the third role play, consolidate the activity by asking for a volunteer to summarize how a teacher can use class rules to manage his/her class. Guide participants to recognize the following: Learners who understand teacher expectations are more likely to behave appropriately.

Guide participants to recognize the following:

- Rules should be introduced on the first day of school and reviewed systematically each day for the first three months.
- Offer positive reinforcement frequently during each activity to those learners practicing the rules.
- Combine positive reinforcement with the specific behavior you are praising so that all learners can emulate the behavior.
- During advance planning, anticipate which activities will require that you review certain rules. When learners understand your expectations for their behavior they are more likely to behave appropriately.
- When a learner is breaking a rule, call for his/her attention and ask if s/he thinks s/he is following the rules. Encourage the learner to commit to breaking a rule and take responsibility for it.

- Once the learner has taken responsibility for breaking the rule, ask the learner what s/he thinks s/he can do to follow the rule. Allow the learner to respond. Praise the learner for trying to follow the rule.



Finally, ask for a volunteer to identify the high-impact effects of setting clear expectations for class behavior. Guide participants to articulate the following:

- Learners who are behaving appropriately and receive positive reinforcement from the teacher serve as role models for other learners.
- Learners who are behaving appropriately are more likely to be engaged in the instruction.
- Learners who are engaged in the instruction are more likely to achieve success criteria.

Activity 3.5 Discussing Actionable Feedback: Strategies for practice

Duration: 45 minutes

Learning Objective: By the end of this session you will be able to offer actionable feedback for common learner difficulties.



In December, we learned to formulate Actionable Feedback in response to a learner's struggles. Now, we will review 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 it is a teacher's responsibility to guide the learner toward success. Point out that this means that when a learner provides an incorrect response, the teacher must create the opportunity for the learner to provide a correct response. This is achieved by gently guiding the learner to the correct response with actionable feedback, or small steps that the learner can take to move closer and closer to accuracy, finally achieving the success criteria. Success saves the learner from humiliation and builds confidence.



The challenge for most teachers is to deliver actionable feedback must be delivered in the moment. It must be positive and it must provide contain a suggestion of something the learner can do. If the feedback does not contain a suggestion of something actionable, something that the learner can do, it is not consider an example of actionable feedback.



Tell participants that you will now do a quick check for understanding to see if participants can recognize examples of actionable feedback. Explain that you will read a statement aloud to the group in plenary. After reading the statement you will count to three, very slowly, allowing participants sufficient time to think about and formulate a response. On the count of three participants will give a thumbs up, if the statement represents actionable feedback, and a thumbs down, if the statement does not represent actionable feedback.



Read each statement below according to the procedure described above.

1. Sit down, Yamekani. You don't know the answer. 
2. Juma, I hear you pronouncing each syllable of the word separately. Say the word together with me without pausing between syllables. 
3. Pliska, repeat the word after me. 

Read number 1 again and reinforce that the statement is judging and does not give the learner something to do to improve therefore it is not actionable feedback. Repeat number 2 and explain that it is actionable feedback because the teacher reinforces what the learner is doing correctly and gently suggests something that the learner can do to reach success. In this case the teacher provides additional support by saying the word with the learner. Repeat number 3 and explain that telling the learner to “repeat after me” is not actionable feedback because it does not allow the learner to be successful independently.

Facilitator's Note: This continues to be a difficult skill to master. Encourage teachers to use the TG Front Matter as a resource for this activity. If necessary, analyse each statement above. 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.



Refer learners to page 21 in the TRH. Ask them to work in pairs to complete the activity. Allow 15 minutes for this work. Move around the room to clarify confusion and provide feedback.



Reconvene in plenary.



Reconvene in plenary. Call on as many participants as time allows to share their examples of actionable feedback. For each example, ask the other participants to use THUMBS UP/THUMBS DOWN to indicate if it is actionable feedback. Pause to discuss only when there is disagreement. When participants disagree, ask the writer(s) to present the evidence that their example is actionable feedback. Guide participants to recognize that actionable feedback **MUST** contain a specific suggestion that the learner can implement to give the proper response.



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. Actionable Feedback does not judge or evaluate the learner. Positive reinforcement, like we used to teach and reinforce class rules, is essential to building confidence and communicating that mistakes are a natural part of learning, but positive reinforcement must be combined with actionable feedback for learning to occur.

Activity 3.6: Discussing Safe Learning Spaces: Gender-equitable teaching

Duration: 30 minutes

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

1. have a better understanding of how what we say and do, as teachers, can promote or hinder girls' and boys' learning.
2. be able to connect what we say and do, as teachers, to the requirements of National Education Standards

Introduction



SAY:

Under the National Reading Program, we want to ensure girls and boys are given equal opportunities to learn to read and write in Chichewa and English. For this to happen, our classrooms and schools must be child-friendly, safe learning spaces where teachers use gender-equitable teaching practices.



DO:

In plenary, ask participants to think about the December training and mention activities they did that were related to gender-equitable teaching. (Possible responses: discussing what was said by adults and children about girls' and boys' academic performance when the participants were young children, discussing gender-biased and gender-equitable teaching practices, and reviewing Education Standard 6: Students' safety and protection.)

Activity 3.6.1: How what teachers say and do affect girls and boys



SAY:

During this training we are going to build on what we covered in the December training by focusing on how to effectively teach learners to read and write while ensuring that our schools and classrooms are safe, positive environments for girls and boys.

What we do and say as teachers daily affects our learners. Our words and actions can have positive effects on our learner or negative effect. We can do this intentionally or unintentionally. Therefore, we need to be very aware of what we do as well as say. We need to do and say things that enable all learners, girls and boys, opportunities to learn to read and write.



We are now going to discuss our teaching practices. Think about your classroom practices and those of your fellow teachers. You will work in small groups. In your groups, share your personal experiences on what teachers do and say that may affect girls and boys positively or negatively. Here are two examples:

Example: What teachers say

- A teacher says to a boy who has made an error in class, “You are behaving like a girl”.

Example: What teachers do

- A teacher assigns classroom leadership roles to boys and not to girls.

In your groups, give five examples (both positive and negative) of what teachers say and do related to girls’ and boys’ learning. Write these examples on a flip chart. For each example, discuss what you think will be the effect of these words and action will be:

- a. on the learner or group of learners who is the focus of the teacher’s attention, and
- b. on all other learners in the classroom.



Ask each group to present what they have discussed.

Activity 3.6.2: How to help your school fulfill the requirements of National Education Standard 6: Students’ safety and protection



Please turn to page 15 in your Teacher Resource Handbook and look at the National Education Standard 6: Students’ safety and protection. We are now going to discuss how to help your school fulfill the requirements for this National Standard. I am now going to ask you to be in pair and count off from 1 to 10 as each pair is going to be assigned a requirement. As you see, there are 10 requirements. Once you are assigned one requirement, you will discuss in pair, what teachers and school officials at a school can do and say to fulfill that requirement. For example, if you are assigned number 4, your pair will discuss requirement 6.4.



Ask participants to be in pairs. Assign each pair a number from 1 to 9 by counting off starting at 1. For example, the first pair says 1, the second pair says 2. Once the ninth pair says 9, start from 1 again. Tell participants they will have 5 minutes to discuss the requirement they have been assigned and that they should make notes on what they discuss so they can share their ideas in plenary.



Walk around the room, assisting pairs, as needed. After pairs have had 5 minutes to discuss their one requirement, ask the group to be in plenary. Start with the first requirement, which is 6.1. Ask the pairs who were assigned Requirement 6.1 to share their ideas on what teachers and school officials can do to fulfill this requirement. Ask any pair who was assigned Requirement 6.1 to share any additional ideas they had. Continue until all pair who were assigned Requirement 6.1 have had a chance to share their ideas. Then ask for pairs assigned Requirement 6.2.

Take about 2 minutes to discuss each requirement so that the 9 requirements will be covered in 18 minutes. (Note that requirement 10 is “The school does not meet all the requirements relating to Minimum Standards (Level 2).”)



In this session, we discussed how ‘what we say’ and ‘what we do’ as teachers promotes or hinders gender equity in our classes. We have also discussed how teachers and school officials can fulfill each of the National Education Standards 6 requirements. We should always remember that gender-equitable teaching practices are a key element of child-friendly, safe learning spaces in our classrooms and schools. Gender-equitable teaching practices are also key to quality learning outcomes and have a great impact on how effectively girls and boys learn to read and write.

Activity 3.7 Preparing Practicum: Advance planning for Chichewa and English lessons

Duration: 1 hour 30 minutes

Learning Objective: By the end of this session you will be prepared 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, and markers. Please refer to the front matter page VI for further guidance.



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.

Facilitator's Note: For the practicum, choose a term 3 Chichewa lesson containing Phonological Awareness and alphabetic principle activities. Choose a term 3 English lesson containing a dialogue with long sentences.



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 25 labeled Chichewa Lesson Plan Term 3, Unit X, lesson X. Follow the same procedure used on Day 1 on pages 26 & 27 of the TR Handbook to write a plan for the Chichewa Lesson.



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.



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.

AFTER 45 MINUTES



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 26 labeled English Lesson Plan Term 3, Unit X, lesson X. Follow the same procedure used in Day 1 on pages 26 of the TR Handbook to write a plan for the English Lesson



DO:

After 45 minutes 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 3.7 Collaboration: Sharing Lessons

Duration: 35 minutes

Learning Objective: By 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.



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 27 for Chichewa and page 28 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.



We have reached the end of Day 3. 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!

Consolidation

Duration: 10 minutes



Tomorrow we will convene for the practicum. Please take a moment now to reflect on days 1, 2, and 3. On a small piece of paper, write one skill or concept that we have reviewed in this training, or any other skill or concept, with which you are still struggling to understand.

I will collect your papers when you are finished. Thank you! Remember, you are welcome to stay to continue working.

POST TRAINING **DO:**

Meet with your co-facilitator(s) to review the exit slips. Identify the topic mentioned most often in the exit slips and develop a Day 4 recap activity to review and reinforce the topic. Also, share your impressions of the day's strengths and weaknesses. Review the procedure for tomorrow's practicum.

National Reading Programme Teacher Training

DAY 4

Training Calendar Agenda

Time	Activity
8:00 – 8:30	Opening, recap, and logistics
8:30 – 8:32	4.1 Day 4 Learning Objectives
8:32 – 8:45	Walk to school
8:45 – 10:00	4.2 Practicum and Lesson Observation
10:00-10:15	Walk back to training venue
10:15 – 10:30	Tea
10:30 – 12:00	4.3 Reflection and Feedback: Chichewa Lesson
12:00 – 1:00	Lunch
1:00 – 2:30	4.4 Reflection and Feedback: English Lesson
2:30 – 2:45	4.5 Post-Training Survey
2:45 – 3:15	Tea
3:15 – 3:30	Final Consolidation

Opening



Good morning and welcome back! We will begin this morning with a quick recap of



Facilitator’s Note: Based on the information collected in Day 3 consolidation, plan an activity to reinforce understanding or clarify confusion. This should be based on the participants’ needs as expressed at the end of Day 3. Describe your activity in the space provided above before implementing it with participants.



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 Phonological 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.



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.

Activity 4.1 Learning Objectives

Duration: 2 minutes



By the end of this day you be able to:

- Teach or observe a Chichewa lesson involving Phonological Awareness and the Alphabetic Principle using the skills and concepts we have studied during this training
- Teach or observe an English lesson involving a dialogue using the skills and concepts we have studied during this training
- Identify elements of best practice in Chichewa and English lessons

Activity 4.2: Lesson observation

Duration: 1 hour, 15 minutes

Learning Objective: By the end of this session you will teach or record observations using the best practices we have studied this week.



1. Refer participants to the Lesson Observation Checklists on pages 37 of their TRH.
2. Remind them to use the checklists to guide their observations and record feedback but to also 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 4.3 and 4.4 Reflection and Feedback: Chichewa and English Lessons

Duration: 3 hours

Learning Objective: By the end of this session you will increase your awareness of best practices in Chichewa and English lessons.



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 Observation Checklists to guide our feedback. I will call on just one participant per checklist 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.



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 whom 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 checklist.
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 4.5: Post-Training Survey

Duration: 15 minutes

Resources Needed

- Copies of post training survey
- Pens



SAY:

Now you will take a post-training survey of the information presented in this training. The purpose of this survey is to evaluate the effectiveness of this training and inform future trainings. This survey will not be used for evaluation of teachers. Remember to use your ID given during the post-training survey.



DO:

1. Pass out the post-training survey and allow the teachers 15 minutes to complete the survey.
2. Have participants return the completed surveys before proceeding to the tea break.
3. Collect all the post training survey scripts and hand them over to the Merit District Coordinator or Monitoring, Evaluation and Learning Officer.

Final consolidation



SAY:

Thank you for your attendance and participation this week. You have now attended the 3rd NRP teacher training, congratulations! Are there any final comments from participants?