

Leh Wi Lan

Improving Secondary Education in Sierra Leone



FACILITATION GUIDE

Head of Department Leadership Training Part 2: Improving teaching and learning in your department



Introduction

Teacher professional development (TPD) is most effective when several elements are combined to support teachers. Training and support should be as close to the school as possible so teachers have opportunities to practice their learning in their own context. They can work with their peers to share success and challenges and reflect on their problems, devising contextually relevant solutions. Teachers also need some form of external support so that they are introduced to new ideas, ways of working and can refresh their subject knowledge and ensure that it is up to date.

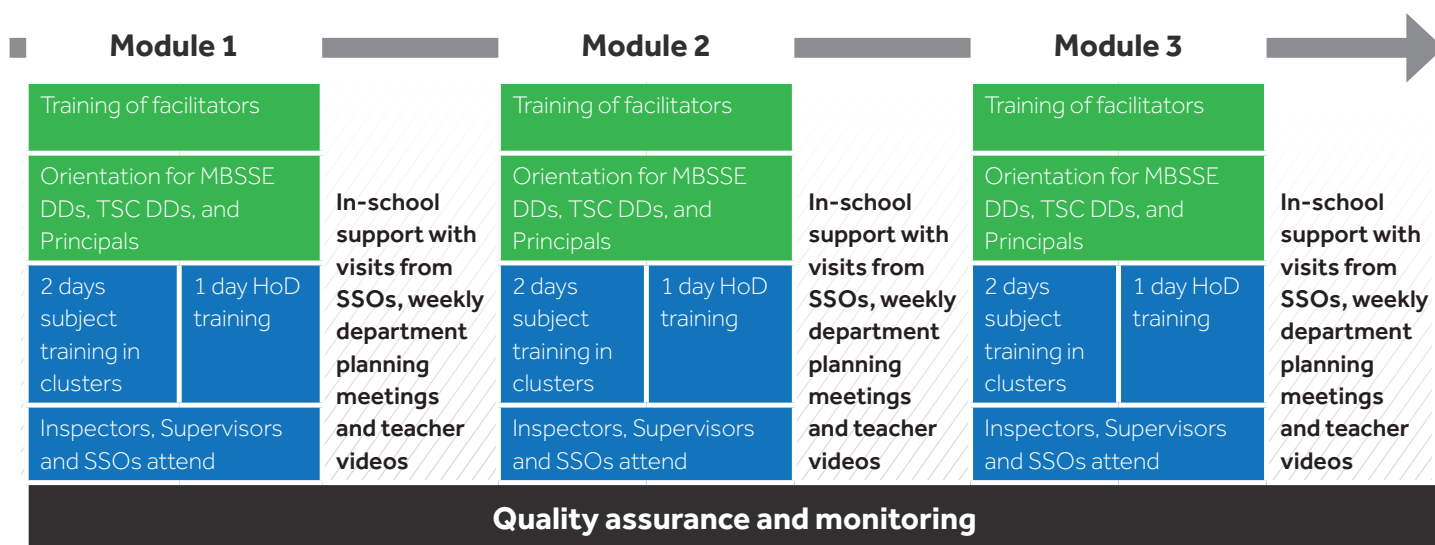
This is especially important in a context like Sierra Leone where Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) vary greatly in terms of access to resources and distribution of qualified teachers. Within government schools there are large numbers of teachers who are: not qualified for secondary level, qualified but not government approved, qualified to teach, but not in the subject they teach, and volunteer teachers with no prior training or qualification.

Teacher professional development demands a variety of activities so that all teachers, whatever their circumstances and environment, can access structured quality professional development which supports their professional growth and helps deliver quality education.

Between 2017 and 2020 Leh Wi Lan implemented a TPD strategy to support all JSS and SSS English and maths teachers and Heads of Department (HoD), from approximately 1600 government-assisted schools.

The strategy included subject content training in maths and English as well as academic leadership training for HoD. Teachers received training through termly face to face cluster sessions, led by national facilitators who were subject specialists. After each face-to-face cluster training there was in-school support for teachers through regular visits from Leh Wi Lan School Support Officers¹ where they conducted lesson observations and gave feedback to teachers. Instructional videos were also created providing step by step explanations of specific concepts and examples of good classroom practice.

The diagram below shows how the TPD programme worked over a given academic year:



This facilitator manual is part of the Leh Wi Lan TPD programme. It contains training for English and maths HoD in secondary schools. It is designed to be delivered after 'Head of Department Leadership Training Part 1: Your role as a leader of teachers in your department'. This training pack supports Heads of Department to improve pupil learning in their department with strategies to improve learning time, make lessons more inclusive and assess learning and give feedback to learners to help them progress. It introduces HoDs to school-based CPD as a cost-effective way to provide professional development training to teachers in their department.

These materials were produced by Cambridge Education, in collaboration with TSC, and delivered as part of the UK-aid funded Leh Wi Lan project for training teachers in government assisted junior and senior secondary schools in Sierra Leone. These training materials are in draft. They can be shared and adapted for use as long as they are not used for commercial purposes.

¹ 200 School Support Officers conducted regular visits to government assisted secondary schools nationwide. Each covered approximately 8-10 schools and supported the English and maths teachers by conducting lesson observations and giving feedback to enhance teaching and learning. They were supported by Leh Wi Lan. This MBSSE School Quality Assurance Officers now perform this supportive supervision role.

Agenda

	8.30 – 9.00	9.00 – 10.45	10.45– 12.30	12.30 – 1.30	1.30 – 3.00	3.00 – 4.30	4.30
Day 1	Breakfast and registration	Session 1: Introduction to TPD and reviewing learning from last year	Session 2: Promoting Learning time	Lunch	Session 3: Checking and Supporting Learning	Session 4: Improving Pupil Participation in Lessons	Wrap up
Day 2	Breakfast and registration	Session 5: Introducing school-based CPD	Session 6: Content for school-based CPD	Lunch	Session 7: Content for school-based CPD	Session 8: Implementing school-based CPD in school	Wrap up

Session 1: Introduction to TPD and reviewing learning from last year 90 mins

Learning outcomes:

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

1. Share learning from the Previous HoDs workshop
2. Discuss and identify actions taken to implement ideas from the previous workshops:
 - What worked well in school and why?
 - What did not work well in school and why?
3. Describe how school-based professional development for teachers will work.

MATERIALS:

Chart 1.1	Learning outcomes/objective
Chart 1.2	Good morning song
Chart 1.3	Ground rules

Session outline

Introduction	10 minutes
Activity 1. Learning from previous HoD workshops (Terms 1,2,3)	30 minutes
Activity 2. Actions and follow-up on ideas from previous workshops	25 minutes
Activity 3. How the HoD workshops and school-based TPD activities work	20 minutes
Summary	5 minutes

Note to facilitators

Always allow participants to make as much contributions as possible, avoid doing most of the talking or contributions, rather encourage participants to offer more. Inform them to do the same thing when facilitating.

Introduction

10 minutes

1. Welcome participants to the first day of HoD TPD workshop.
2. Call any two volunteers for prayers: muslim/christian
3. Sing “ Good morning “song with participants
4. Introduce the facilitators and other key personell present .
5. Show pericipants Chart 1.1 with the learning outcomes.
6. Ask a volunteer to explain what learning outcomes/objectives are. (They tell us what we are aming to achieve at the end of the session. Ask another volunteer to explain why it is important and useful to have learning outcomes/objectives in workshops (for everyone to know and focus on what we want to do and evaluate ourselves by the end of the session).
7. Ask paticipants to introduction themselves by calling their names, designation (HoD/principal) and from what school.
8. Round up the introduction by introducing ground rules for the workshop

Activity 1. Learning from pervious HoDs workshop

30 minutes

1. Ask participants by raising their hands whether they attended any of the SSS HoD training workshops last school year.
2. Explain that this year we have both JSS and SSS HoDs together.
3. Explain to the participants that, this activity is for those that attended the workshops but those that did not, will catch up with the others during discussion.
4. Form small groups of participants, they should be a mix of JSS and SSS HoDs.
5. Ask them to discuss among themselves what they learned from previous workshops. Allow about 10 minutes for the discussion.
6. Take respones from the groups and write them on flip charts.
7. Make sure their responses include the following and add them if they are not mentioned:
 - Lesson observations
 - Observation cycle
 - Professional development meetings
 - Professional planning and reflection meetings.
 - Monitoring the implemetation of the Lesson Plan Manuals (LPMs) and Pupil Handbooks (PH)
 - Reporting on progress.

Activity 2. Actions and follow-up on ideas from pervious workshops 25 mins

1. Now that they have recalled what they learned from the previous workshops ask the participants to discuss in their groups, actions they took to implement ideas from the previous workshops under the two headings.
 - What worked well and why?
 - What did not work well and why?
2. Tell participants not to include administrative issues like payment of money, food etc.
3. Allow discussion for 10 minutes.
4. Facilitator leads the discussion and write feedback on flip charts.

Activity 3. How the HoD workshops and school-based TPD work 20 minutes

1. Ask volunteers to explain the framework for SSS teachers professional development (TPD) workshops conducted last school year.
2. Take feedback and agree that workshops for HoDs and maths/english teachers were conducted in various clusters throughout the country by facilitatos trained in Freetown.
3. Explain to participants that, a different model will be used next school year. Leh Wi Lan will work with TSC to develop a school-based aapproach that can be supported by Leh Wi Lan and sustained by schools and TSC thereafter.
4. Explain to participants that, the model will include school-based learning led by HoDs or star teachers. In addition to that ,SSOs and/or college teachers or other educationist can be called upon to support.
5. Tell participants that learning materials should be based on the LPM content.
6. Discuss with participants whether the new model will face challenges and what are these challenges?
7. In peers, allow participants 5 minutes to discuss and record their responses on flip charts/board.
8. Their responses may include the following:
 - Too many topics to cover
 - People unwilling to commit to training
 - The school's capacity to manage both human and financial resources so as to support the school-based learning.
9. Discuss the responses with participants and consider their concerns. Explain that we will need to work together to implement this new approach. We may face some challenges but we will continuously reflect and look to improve as we go.

Summary

5 minutes.

1. Ask participants to reflect on what they have learnt by looking at the learning outcomes/objectives

2. Get feedback and agree that a drifferat model of TPD will be used next school year which includes school-based learning led by HoDs or star teachers. In addition to that, SSOs and/or college lecturers or other educationist could be called upon to support the process.

Materials:

Chart 1.1 Learning outcomes/objective

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

4. Share learning from the Previa HoD workshops
2. Discuss and identify actions take to implement ideas from the previon workshops:
 - What worked well and why?
 - What did not work well and why?
3. Describe how the HoD and school-based professional development activities for teachers will work.

Chart 1.2 Good morning song

Good morning, Good morning, Good morning to you

Good morning, Good morning, Good morning to you

Our day is beginning there's so much to do

Good morning, Good morning, Good morning to you

Chart 1.3 Ground rules

- Switch off / put phones on silent mode
- Manage time effectively
- Be punctual
- Take turns in talking when making contributions
- Respect other participants' opinions
- Minimize movements

Flip chart and markers, masking tapes

Session 2: Promoting Learning Time

90 minutes

Learning outcomes

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

- Explain the importance of learning time for pupil achievement.
- Describe their role as the HoD in promoting learning time.
- Identify some strategies to promote learning time.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 2.2	Learning time statistics	Activity 1
Chart 2.3	Lesson plan progress	Activity 2
Chart 2.4	Promoting learning time	Activity 3

Activity outline

Introduction		5 minutes
Activity 1	Learning time	15 minutes
Activity 2	Challenges to learning time	20 minutes
Activity 3	Strategies to promote learning time	40 minutes
Summary		10 minutes

Note to facilitators

Promoting learning time is increasingly recognised as a key factor in improving pupil achievement. If pupils do not spend enough time working with their teachers in lessons then they will not have the chance to learn enough, and learning outcomes will not improve. It is understood that there are many problems with teacher attendance and punctuality but it is important that we all try to improve the situation where we can.

Introduction

5 minutes

1. Show participants Chart 2.1 with the learning outcomes.

2. Ask a volunteer to read the learning outcomes.
3. Explain that this is a very important topic that everyone will focus on this year. It will include setting targets for HoDs that we will measure throughout the year.

Activity 1. Learning time

15 minutes

1. Explain that 'learning time' means the period of time that pupils spend **learning** in school. Agree that although learning can happen without a teacher being present, we are looking at the amount of time that **teachers are teaching their classes**. Ask participants to suggest some other activities children do in school, so that they are clear about the difference. Suggestions could include playing during breaks, waiting for lessons to begin, taking food.
2. Ask pairs to share ideas with each other in response to the question **Why is learning time important?** Give pairs three minutes to discuss. Then take brief feedback. Agree that learning is the main purpose of schools and so learning time is important. Keep this short.
3. Tell participants that, internationally across all education systems, research finds that the most important factor in pupils' achievement is the amount of learning time they have. Display **Chart 6.2 Learning time statistics** with both the international comparisons and the reductions covered.
4. Talk through the school day and lesson time statistics and agree on the total timetabled maths and English lesson hours.
5. Ask if 'lesson hours' is the same as 'learning time'. Agree that it is not. Time spent in a lesson is not all spent learning.
6. Show the international comparisons and agree that Sierra Leonean schools do not use as many hours as many other countries. This is not going to change in the near future, but it means that schools have to maximise the learning time that their pupils have.
7. Show the reductions and talk through each one. Agree that these are all things that could happen in schools.
8. Agree that this is a serious cause for concern. Sierra Leonean pupils have fewer lesson hours to start off with, and if they do not use them all, they have nowhere near enough time to learn what they need to.

Activity 2 Challenges to learning time

20 minutes

1. Explain that you have given four examples of ways in which learning time can be lost. Agree that there are lots of other ways lesson time can be lost, which can be to do with the community, the teachers, the pupils, and other external factors.
2. Ask groups to share ideas about how lesson time is lost in their schools. Give them about five minutes for this.
3. Ask each group in turn to share an issue with you. Each time, record the challenge on a piece of chart paper at the front of the room.
4. Go around groups twice, and then ask if anyone has any further contributions.
5. Invite participants to look at the chart you have created and agree that there are a number of ways in which lesson time in schools gets reduced and that this could have a very significant impact on a child's education in their school.
6. Show participants **Chart 2.3 Lesson plan progress**. Explain that many teachers have taught less than 18 lessons by the end of Term 1. This shows that there is not enough learning time.

Activity 3 Strategies to promote learning time

40 minutes

1. Ask whose job it is to lead and manage teaching and learning in their schools, and agree that it is the Principal with the support of the HoD and SSOs. The Head Teacher is responsible for maximising learning time but the HoDs and SSO should support this. Agree that not everything is under their control, but that you can make a significant impact on many of the challenges facing learning time in their school.
2. Explain that each group will select three challenges to learning time. These could be ones they mentioned, ideas other groups mentioned, or entirely new ideas. They should be trying to identify challenges to learning time that they feel they might be able to do something about. (For example, not strikes).
3. Show participants **Chart 2.4 Promoting learning time**.
4. Explain that you want each group to create a chart like this. They should record the three challenges they have chosen down the left hand column. Then they need to think, for each challenge, who can address it. This may be one group of people, or it might be several different groups. Finally, they need to think what the HoD can do to lead that group of people, or to help them promote learning time and overcome that particular challenge.
5. Give groups 20 minutes to create their charts. Move around helping them, particularly encouraging them to think about different actions they could take (not just always to 'call a meeting'). Encourage them also to complete their charts in good time.

6. After 20 minutes, congratulate participants for the work they have done. Explain that there are lots of wonderful ideas in the room, and you would like everyone to look at what the other groups have done.
7. Ask one member of each group to stay at their table to explain what they have written to other people. Explain that the other members of the group will have five minutes to move around, looking at what has been written on other charts and discussing it with group members at those tables. After five minutes, they will return to their own table and share with each other what they have seen.
8. Give them about five minutes to move around. Move around the tables yourself, looking at all of the ideas and discussing them with participants.
9. After the five minutes, ask participants to return to their original tables and share ideas with one another about what they have seen. After another five minutes ask them to end their conversations and listen to you once again.

Summary

10 minutes

1. Explain that each group has recorded lots of ideas, all of which could increase the number of learning hours in schools. Agree that none of the activities cost any money, and all are things that HoDs and SSOs could do.
2. Explain that SSOs will work with Principals and HODs during school visits in September to agree strategies they will use in their schools to improve learning time.
3. When they have agreed their strategy it will be recorded in Tangerine.
4. It will then be tracked and reviewed for progress. SSOs will be there to support schools to make required progress.
5. Review **Chart 6.1 Learning outcomes** with participants, reminding them of what they have done to achieve each outcome.
6. Finally agree that
 - It is their job as HoDs with Principals and SSOs, to try to ensure that the amount of learning time is improved
 - HoDs, Principals and SSOs *efforts* to do this will be assessed this year on Tangerine. We understand that there are a lot of problems that a school cannot solve alone, but need to see that the school is at least trying to tackle this fundamental issue.

Materials

Chart 2.1 Learning outcomes/objective

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

- Explain the importance of learning time for pupil achievement.
- Describe their role as the HoD in promoting learning time.
- Identify some strategies to promote learning time.

Chart 2.2 Learning time statistics

Approximate international comparisons:

UK maths lesson hours = 140 hours

India maths lesson hours = 100 hours

Sierra Leone maths LPM hours = 87.5 hours

Sierra Leone actual maths hours = ?

Example learning time reductions:

If school starts lessons a week late each term, **8.75** maths lesson hours are lost.

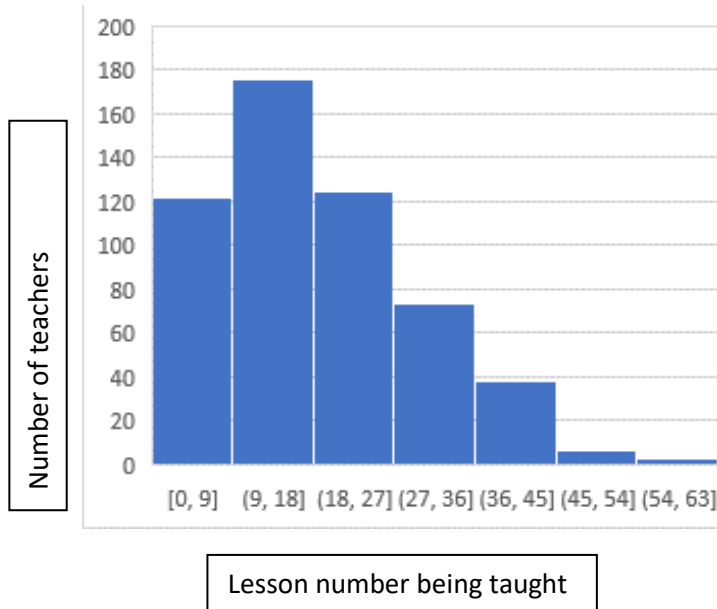
If a teacher is absent one day a week, **17.5** maths lesson hours are lost.

If extra-curricular activities take place for one week every term, **8.75** maths lesson hours are lost.

If each lesson begins 10 minutes late, **25** lesson hours are lost.

Chart 2.3 Lesson plan progress

Lesson number at end of Term 1 in December



At the end of Term 1 the government expects teachers to be at or around lesson 50. Tangerine data shows us that at the end of Term 1 most teachers are still teaching lessons from the first half of the Term 1 LPM.

Chart 2.4 Promoting learning time

Challenge	Who can change this?	What can the Head Teacher do to promote change?

Session 3: Checking and Supporting Learning 90 minutes

Learning outcomes:

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

1. Understand the importance of checking and supporting learning
2. Understand the purpose of the Pupil Remediation Toolkit
3. Understand how to use the Pupil Remediation Toolkit in school in an inclusive way

MATERIALS:

Chart 3.1 Learning outcomes/objective

Chart 3.2 Learning levels in JSS

Pupil Remediation Toolkit

Session outline

Introduction	5 minutes
Activity 1. Introduction to the pupil remediation toolkit	20 minutes
Activity 2. Practising assessment	40 minutes
Activity 3. Being inclusive	15 minutes
Summary	10 minutes

Note to facilitators

This session is about checking and supporting learning. Make sure you model good techniques by checking that participants have understood. You can do this by asking different people to answer and respond. When appropriate, ask them to explain how they got their answer. Don't move on with only one or two people answering questions. This suggests that only one or two people understand. Take time to help everyone understand.

Introduction

5 minutes

1. Show participants Chart 3.1 with the learning outcomes. Discuss each one with participants.

Activity 1. Introduction to pupil remediation toolkit

20 minutes

1. Show participants the graphs in Chart 3.2. Discuss the Charts with participants and help them to understand that they show the current learning levels of JSS 2 pupils. They show that most pupils are not at the level of the curriculum. This means when JSS2 teachers teach a JSS2 lesson, most pupils struggle to understand and apply the content.
2. There are many reasons for these low learning levels. We are not going to discuss all the reasons today but we will talk about one thing teachers can do.
3. The charts show us that it is important to **check** learning.
4. We are introducing a tool to help all JSS schools check learning of new pupils when they enter JSS1.
5. We have designed a foundational skills assessment that will assess if pupils have the basic English and maths skills. It is not the same as PSLE.
6. Schools can conduct this assessment so that they get to understand the learning levels of all their pupils. The assessment will tell them who is ready for JSS1 curriculum and who needs extra support (or remediation).
7. Give all participants the Pupil Remediation Toolkit. Ask them to open to Page 1 and on their own read the paragraph 'What is the pupil remediation toolkit'.
8. Then ask one person to read it to the group.
9. Explain that this is something for JSS schools but it can also be used in SSS. We will now look at it together and they should take it to their Principal to use when school opens. The SSO will support with this.
10. Ask participants if they have any questions or if there is anything they don't understand. Respond to any questions.

Activity 2. Practising assessment

40 minutes

1. Ask participants on their own to read the section 'Pupil Assessment'.
2. Then ask different participants to read it back to the group.
3. Now model the assessment. One facilitator should pretend to be the teacher and the other is the pupil. Carry out the assessment for everyone to see.
4. Ask participants to work in pairs. One will be the teacher and the other the pupil. Explain that they should follow the instructions and practice the assessment on the pupil. Then swap roles.
5. Go around and check all participants are able to conduct the assessment accurately. If anyone finishes early they can try another assessment. If anyone makes mistakes

or doesn't understand make sure you show them how to do it or pair them with another pair who can show them.

6. Ask one pair to model the assessment to the group. Ask the group for any feedback on what they did well or areas for improvement. Correct any mistakes.
7. Ask participants if they have any questions about the assessment. Ask them if they need any more assistance to be able to use this in school. Try to clarify any questions or misunderstandings.
8. Ask participants on their own to read the section 'Grouping'.
9. Then ask different participants to read it back to the group.
10. Ask a participant to summarise. If needed you can summarise as well and ask questions to check everyone understands. E.g.:
 - How are the assessment scores used for grouping?
 - What are the different groups?
 - Whos should see the assessment scores?
 - Is it mandatory? (Answer: No. It is only recommended and Principal's will decide if they do this. It only works in schools with multiple classes for JSS1).
 - Why is this grouping helpful?

Activity 3. Being inclusive

15 minutes

1. Ask participants to discuss in groups some of the ways children could be unfairly treated or discriminated against through the assessment and grouping process.
2. Take a few responses. (This might include pupils cheating in the test, teachers and pupils making fun of pupils with a low score, teachers ignoring the lower ability groups, teachers only teaching the higher ability groups, giving the bad classroom to the lower ability group).
3. Remind participants that as leaders in the school they are responsible for ensuring all children receive a quality education and this means that no child is discriminated against or disadvantaged.
4. Ask participants to read the section 'Inclusion' on their own.
5. Ask participants to discuss: 'What are some of the actions you will take to ensure the assessment and grouping is inclusive?'
6. Take feedback from some pairs.

Summary

5 minutes.

1. Ask participants to reflect on what they have learnt by looking at the learning outcomes/objectives.
2. Ask participants to tell you what they will do when they go back to school.

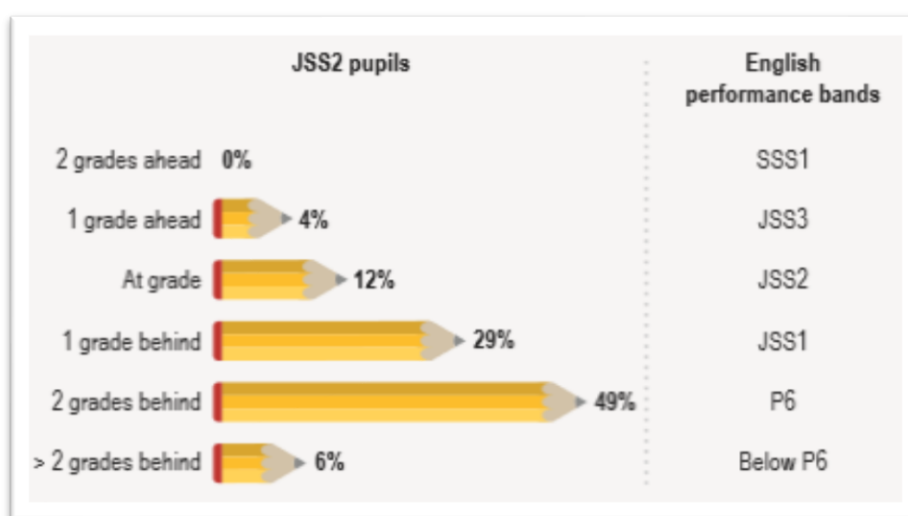
Materials:

Chart 3.1 Learning outcomes/objective

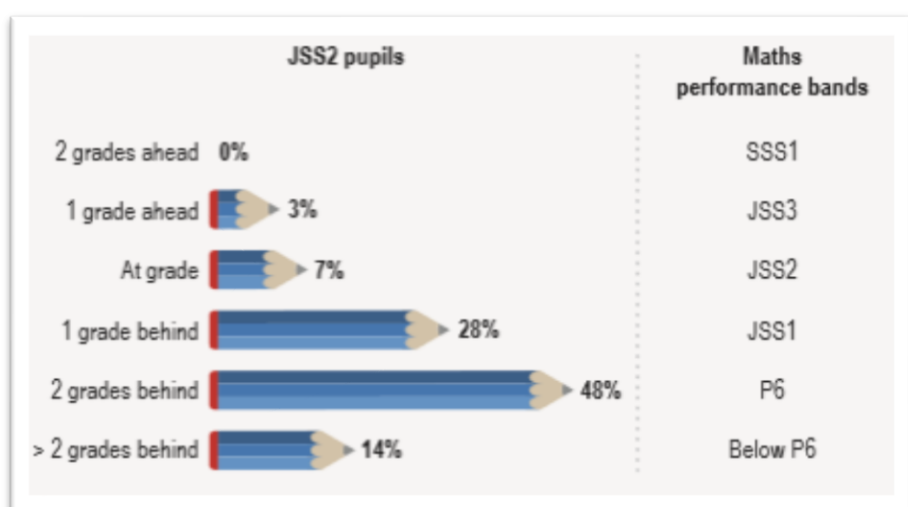
By the end of the session participants will be able to:

4. Understand the importance of checking and supporting learning
2. Understand the purpose of the Pupil Remediation Toolkit
3. Understand how to use the Pupil Remediation Toolkit in school in an inclusive way

Chart 3.2 Learning Levels in JSS



This chart shows 49% of JSS2 pupils are 2 grades behind the level of the JSS2 English curriculum. 12% are at the level of the curriculum.



This chart shows 48% of JSS2 pupils are 2 grades behind the level of the JSS2 maths curriculum. 7% are at the level of the curriculum.

Session 4: Increasing Pupil Participation in Lessons 90 minutes

Learning outcomes

By the end of the session, all participants will be able to:

- Describe reasons why all pupils do not participate in lessons
- Describe actions the teacher can take to help all pupils participate in lessons

Materials

Chart 4:1 Learning Outcomes

Chart 4.2 Reasons why pupils don't participate in lessons

Activity Outline

Introduction		5 minutes
Activity 1	Why don't pupils participate in lessons?	15minutes
Activity 2	Practising involving pupils	65 minutes
Summary		5 minutes

Note for facilitators

Many teachers understand the importance of pupil participation in class. The challenge is **how** to encourage different pupils to participate in different ways during the lesson. This is extremely challenging in large classes, with limited resources and limited time. However, it can be done!

Make sure you model a participatory approach by asking different questions to different people. Use individual, pair and group work so all learners can participate. Try asking certain participants for answers or demonstrations if they haven't spoken yet in this workshop.

Introduction

5 minutes

1. Welcome participants to the last session of the day.
2. Explain that the purpose of this session is to enable as teachers to know how to increase pupils' participation in lessons.
3. Show Chart 4.1 Learning Outcomes

Activity 1 Why don't pupils participate in lessons?

15 minutes

1. Explain that there are many reasons why pupils might not participate in a lesson. Tell participants that we will now look at some examples.
2. Display the **reasons** in **Chart 4.2 Reasons why pupils don't participate in lessons** around the room. Explain that these are different reasons why pupils might not participate in a lesson.
3. Share the **examples** from **Chart 4.2** amongst the groups.
4. Ask each group to read their examples (they might have one or two examples). They should then discuss and decide which reason it matches with. When they have decided and all agree, they can come and display their example next to its reason.
5. When everyone has completed the task, go through the matched reasons and examples on display. Read them out one-by-one to the group and check that they are correct. (You can use the answer at the bottom of **Chart 4.2**. If any matchings are incorrect, discuss briefly and then move them).
6. Now explain that there are many reasons why pupils do not and cannot participate in lessons. These reasons are not always obvious. Make sure participants understand that it is not just because the pupil is lazy or not interested.
7. Ask participants to count how many times they see the word **teacher** in the reasons. Explain that often the teacher can change his or her actions to make sure all pupils are participating. Sometimes the teacher's actions are the **reason why** pupils are not participating. It is the teacher's responsibility to notice, understand and take steps to include all pupils. It is the HoD and Principal's responsibility to encourage and support teachers to do this.

Activity 2 Practising involving pupils

65 minutes

1. Let participants form groups, with 6 members in each group.
2. Tell participants that they are going to teach something to their group. They only have 10 minutes to teach and they must involve all members of the group. (Remember participation doesn't just mean answering questions. It could mean completing written work correctly or working in a group).

3. Participants can teach a section of the LPM or they can teach about a topic they know but the aim is to ensure every member of the group participates in the learning.
4. Show **Chart 4.3 Participation questions**. Explain that after the short lesson each group member will give feedback on these points. Remember participation doesn't just mean answering questions. It could mean completing written work correctly or working in a group. It is unlikely you will do all of these in 10 minutes but everyone should do some of them.
5. Give everyone just 5 minutes to prepare their lesson.
6. Ask the first participant in each group to begin and teach their group.
7. After 10 minutes as the teacher to stop. Ask the group to feedback using **Chart 4.3**.
8. Walk around listening to the groups and participating in the feedback in groups.
9. Repeat so that each group member presents to their group.
10. After everyone has presented ask them if it was easy? Address any misconceptions. (Remember participation doesn't just mean answering questions. It could mean completing written work correctly or working in a group).

Summary

5 minutes

1. Do a quick recap asking 2-3 participant to one key learning or take away from the session
2. Go through the learning out comes again and confirm if every item has been covered.

Chart 4.1 Learning outcomes

- Describe reasons why all pupils do not participate in lessons
- Describe actions the teacher can take to help all pupils participate in lessons

Chart 4.2 Reasons why pupils don't participate in lessons

Reasons (*Displayed on 9 pieces of paper, one statement per page*)

1. They know they don't have to participate; they just have to act like they are listening or repeat what has been said.
2. They always get it wrong anyway, no matter how hard they try, so why bother?
3. They cannot see the chalkboard.
4. They cannot hear the teacher.
5. Something has happened at home, on the way to school or in the classroom to distract them.
6. They are uncomfortable.
7. They do not understand what the teacher is saying.
8. The teacher is lacking in knowledge and doesn't explain the concept well enough.
9. They are too shy to answer and scared of being laughed at.

Examples (*Displayed on 9 pieces of paper, one statement per page*)

- a) Sarah sat with several of her friends in the middle of the classroom. Often the teacher is turned away from the class when talking and she couldn't hear.
- b) Foday is a new pupil. The language the teacher uses is not his local language, the teacher talks a lot in English. Foday doesn't answer any questions.
- c) Khadi had to help at home before school. Her mother is ill and so she had to get her brothers and sisters ready and do the cooking and cleaning. She keeps thinking about all the chores she still needs to do at home and is worried about her mother's health, she isn't participating fully in class.
- d) Most of the pupils in the class do not respond correctly to the science questions. The work in their books is often incorrect.
- e) There are not enough seats in the class so several children share one bench. Normally it is ok but the weather is very hot making children irritable. They can't concentrate on their work.

- f) Mohamed sits near the back of the classroom. He understands the work but never gets the opportunity to ask or answer questions. He knows he won't be asked about what he has learned so he doesn't bother trying.
- g) Victor was a small boy. He was always sat at the back, near the corner. He tried very hard to see what was being written on the chalk board, but he often couldn't make out what the teacher had written.
- h) Banki is keen to learn. He liked to answer questions but often got them wrong. This term he hasn't put his hand up once to answer any questions.
- i) Last time Fatmata answered a question she got it wrong and everyone laughed. She felt embarrassed and doesn't want to feel like that again. She thinks it's better if she just keeps quiet.

Answers: 1 Mohamed, 2 Banki, 3 Victor, 4 Sarah, 5 Khadi, 6 'several children share one bench', 7 Foday, 8 'Most of the pupils...' 9 Fatmata

Chart 4.3 Participation questions

- Did you feel engaged in the lesson?
- Did you understand what was being taught
- Did the teacher talk to you individually?
- Did you talk to a peer?
- Did you complete written work accurately? How do you know?
- Did you give any answers to the class?

Session 5: Leading School-Based CPD

90 minutes

Learning Outcomes:

By the end of the session, all participants will be able to:

- Describe how teachers can be agents of change
- Explain the value of school-based training
- Explain how school-based training will work in their school

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Why professional development?	Activity 1
Chart 5.3	School-based CPD	Activity 2
Chart 5.4	Why school based CPD?	Activity 2
Handout 1	Overview of school based CPD	Activity 3

Activity outline

Introduction		10 minutes
Activity 1	Why professional development?	20 minutes
Activity 2	Why school-based CPD?	20 minutes
Activity 3	How to lead school-based CPD	30 minutes
Summary		10 minutes

Note to facilitators

For many years' teachers have participated in TPD sessions either from Leh Wi Lan, MBSSE, TSC or other providers where they are recipients of training. They expect to gain new skills from experts. This new approach recognises that **teachers themselves can produce their own ideas and share their own knowledge and skills to improve their teaching** and could, with support from peers, be the main agents in their own training. By sharing learning and skills across the profession they can develop professionally. For this to work well it is important to build a culture of trust and professional accountability among teachers, HoDs, TSC and MBSSE. Make sure you **build trust and respect amongst teachers** throughout this session.

Introduction

10 minutes

1. Welcome participants to the first day of HoD TPD workshop.
2. Call any two volunteers for prayers: muslim/christian
3. Sing " Good morning "song with participants
4. Show participants Chart 1.1 with the learning outcomes.

Activity 1 Why professional development?

20 minutes

1. Ask participants what we mean by *professional development*.
2. Agree that teaching is an important role in society – it is a profession. Development means improving our capabilities. It is *continuous*. As a teacher our environment and pupils are always changing so we need to continuously develop. It doesn't mean we are weak and after PD training we will be strong. The change will be gradual at times we might go backwards or stall before going forwards.
3. Show **Chart 5.2**. Ask participants to think carefully about these questions and answer them on their own in their notebook.
4. Take feedback from participants. Encourage them to be open and honest. Remind them that this is a safe space for them to say how they feel and we should all respect different answers. Encourage participants to be honest about why they are here. Do they really want to develop and if so why? To make their job easier? To get a promotion? Take and acknowledge different responses. Remember each person will have their own reasons for being here and that is ok. If anyone says they want to improve their teaching practice try asking how they would do that if there was no training. Encourage teachers to think about ways they can direct their own development. (Eg speaking to colleagues, observing colleagues, asking SSO, asking college lecturers, looking at videos on youtube, reading books or articles, participating in professional discussions).

Activity 2

Why school-based CPD?

20 minutes

1. Write 'school-based CPD' on the board. Ask participants to explain what they understand by 'school-based CPD'.
2. Take a few responses from participants. Explain that school based CPD will take place twice a term in their own schools. Subject teachers will sit together and practise key things they find difficult. This might be particular topics in their subject or teaching methodology. The school-based CPD will be different led by the HoD with Star Teachers, SSOs and where possible college lecturers.
3. Put participants in groups to discuss reasons why we should have school-based CPD.

4. Give them 10 minutes for this discussion and ask them to make a presentation while the others give their comments.
5. Show **Chart 5.3** and discuss some of these aspects together.
6. Ask SSS participants if they recall learning about Professional Development Meetings (PDM) last year. Ask participants if they ran PDMs in their school? Ask for feedback – how did they go? Any reasons why they did not implement them?
7. Explain that school-based CPD is very similar to the PDM but will be a bit longer allowing teachers more time to study subject content. In-between the CPD sessions they can continue to have weekly PDM and support teachers.
8. Remind teachers that school-based CPD is a new approach that recognises teachers as agents of change instead of being recipients of training. Teachers can direct their own development but they will be supported by TSC, Leh Wi Lan and where possible College lecturers.
9. Ask the four groups to state five advantages and five disadvantages in having the school-based training in their own school.
10. Discuss and comment on the points raised. Remind participants that school-based teacher training is part of many approaches to improving teacher performance. We also have SSO coaching, HoD TPD and Teacher Research. These initiatives will all complement one another.

Activity 3 Leading school-based CPD in my school 30 minutes

1. Ask participants to sit together in their schools. (I.e. English and maths HoD from a school sit next to each other.)
2. Ask them to discuss ways school-based training would work in their schools. Display **Chart 5.4** and ask participants to consider these questions in their discussion.
3. Ask participants to present their points and allow members to make comments. (Don't worry too much about details this activity is just to help participants think about how it would run their ideas presented are not final ideas on how it will run.)
4. Tell participants that there will be some things that we all do that are the same in school-based CPD and some things that they can choose for themselves. Leh Wi Lan and TSC will support the process.
5. Remind participants that this is similar to organising a professional development meeting that SSS HoDs learned about last year. The important thing is that it should be regular and each CPD should have a clear learning topic.
6. Give participants **Handout 1: Overview of school-based CPD**.
7. **Go through each of these steps with participants. Ask different participants to read different sections. Take time to answer any questions arising and ensure everyone understands.**

Summary

10 minutes

1. Do a quick review by asking participants to share one key learning or take away from the session.
2. Go through the learning outcomes again and confirm that every item has been covered.

Materials

Chart 5.1 Learning outcomes

By the end of the session, all participants will be able to:

- Describe how teachers can be agents of change
- Explain the value of school-based training
- Explain how school-based training will work in their school

Chart 5.2 Why professional development?

1. Why does government or Leh Wi Lan want you to develop as a teacher?
2. Why do pupils want you to develop as a teacher?
3. Why do **you** want to develop as a teacher?
4. Why are you at this training today?
5. How would you direct your own development if this training wasn't provided?

Chart 5.3 School-based CPD

- Teachers direct their own development
- Topics are selected based on teachers' needs in their own school
- Teachers support one another professionally
- Requires trust amongst teachers
- Improvement comes from within the profession
- HoDs can use resources around them to improve teaching in their department (E.g. SSO, college lecturers, online articles and videos).

Chart 5.4 Questions for leading school-based CPD

- How often would you hold it?
- When would you hold it?
- How will you get teachers to attend?
- What training content will you deliver?
- Who will lead the sessions?
- Could you ask a college lecturer or someone in the community to come and lead a session?

- How will you know if teaching has improved because of your training?
- Can you get additional resources from anywhere else to share?

Sessions 6 and 7: Model lessons

180 minutes

Learning outcomes

By the end of the session, all participants will be able to:

- Develop a better understanding of one Term 1 subject topic
- Practise delivering subject professional development
- Consider ways to deliver subject professional development to teachers in school

Materials

Chart 4:1 Learning Outcomes

Handout 2:

- School Based CPD JSS Maths Session Notes – Term 1
- School Based CPD SSS Maths Session Notes – Term 1
- School Based CPD JSS English Session Notes – Term 1
- School Based CPD SSS Maths Session Notes – Term 1

Activity Outline

Introduction		10 minutes
Activity 1	Model session	70 minutes
Activity 2	Practise session	90 minutes
Summary		10 minutes

Note for facilitators

You will need two SSOs to help lead the model lesson in Activity 1. One SSO should model JSS English and one JSS maths. The facilitators should model SSS English and maths. Make sure the SSOs receive the Session Notes the day before.

This session is about modelling and practising. This is the best way for teachers to develop. Make sure you model your session in a way that helps everyone participate and checks their learning as you go along. Give participants plenty of time to practise delivering their own sessions. Ensure any feedback is constructive and specific so it can help them improve.

Introduction

10 minutes

1. Welcome participants to the session and explain that the next two sessions will be practising subject content from Term 1 LPM.
2. Show Chart 4.1 Learning Outcomes
3. Explain that Leh Wi Lan and TSC have prepared session notes for HoDs to use in school-based CPD. But they could also simply choose a lesson from the LPM that teachers find difficult and model that well. They should select which method is most beneficial for their teachers.
4. Ask participants to split into groups:
 - a. JSS English
 - b. SSS English
 - c. JSS maths
 - d. SSS mathsIf a HoD covers both JSS and SSS they can select the one they would like more professional development.
5. Assign a facilitator to each group. SSOs should lead JSS maths and English. Whilst facilitators lead SSS.

Activity 1 Model session

70 minutes

1. Together look at the session note topics for your subject and level. Agree on one topic that is difficult to teach and you would like training on.
2. The facilitator should then deliver **60 minutes** training on this session.
3. At the end of the session ask participants what they liked about it and what they didn't like.
4. Ask them to think about whether they could deliver that sessions in their schools. If they prefer to make use of another resource that is ok. Who could they ask to deliver the session? An SSO? A Star Teacher? A college lecturer? Someone from the community?
5. Give each participant **Handout 2: School-based CPD Session Notes**. Explain that after lunch they will deliver the same session to their peers. Due to time restrictions they will only have 40 minutes so they can cut it a bit short to fit into the allocated time.
6. Ask participants to break for lunch. They can review their notes over the break too.

Activity 1 Practise session

90 minutes

During this session the participants will practise delivering training. Walk around the groups and observe training. Help participants when needed, but don't do it for them.

1. Ask participants to remain in their subject and level groups (e.g. all JSS English together).
2. Ask participants to form pairs. In their pairs they should share teaching of the session. They should decide who will teach each part of the session.
3. Now ask each pair to find a pair from another level. I.e. Pairs from JSS maths and SSS maths join to make 4. Pairs from JSS English and SSS English join to make 4.
4. Ask each group of 4 to find a quiet space where they can teach. They might need to go outside or into a different room.
5. JSS should go first and spend 40 minutes teaching their session. After 40 minutes they should stop. It doesn't matter if they haven't finished for this practise.
6. Then SSS pair should spend 40 minutes teaching their session. After 40 minutes they should stop. It doesn't matter if they haven't finished for this practise.
7. At the end both pairs should give professional feedback. They can give two stars – things the pair did well and two wishes – things they can improve.
8. Ask participants to write down one thing they learned that they will apply when leading professional development with other teachers.
9. Share some of your observations from walking around and watching the training. Keep it concise.

Summary

10 minutes

1. Do a quick recap asking 2-3 participant to one key learning or take away from the session
2. Go through the learning outcomes again and check if they have been understood.

Materials

Chart 6.1

- Develop a better understanding of one Term 1 maths/English topic
- Practise delivering subject professional development
- Consider ways to deliver subject professional development to teachers in school

Session 8: Effective School-Based CPD

100 minutes

Learning Outcomes:

By the end of the session, all participants will be able to:

- Describe the role of HoD in delivering school-based CPD
- Explain how to plan for effective school-based CPD
- Explain how to deliver effective school-based CPD sessions
- Explain how to monitor progress after school-based CPD sessions

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Principles of adult learning	Activity 1
Chart 8.3	Working together for CPD	Activity 2
Chart 8.4	Planning CPD	Activity 3
Chart 8.5	Do's and don'ts	Activity 4
Chart 8.6	Monitoring and supporting teachers after CPD	Activity 5
Handout 1	Overview of school-based CPD	

Activity outline

Introduction		5 minutes
Activity 1	Principles for effective CPD	15 minutes
Activity 2	Working together for successful CPD	15 minutes
Activity 3	Planning a successful CPD session	20 minutes
Activity 4	Delivering a successful CPD session	20 minutes
Activity 5	Monitoring learning from CPD	15 minutes
Summary		10 minutes

Note to facilitators

There is a lot of content in this session. It describes how HoDs can implement a successful CPD. Ensure everything is explained clearly and encourage HoDs to ask questions if they are unsure. They should leave with a full understanding of what they will do back in school. Leh Wi Lan and TSC will monitor that the two CPD sessions take place in Term 1.

Introduction

5 minutes

1. Welcome participants to the last session of the workshop.
2. Explain that this is an important one because it will help them successfully deliver CPD in their schools.
3. Show participants **Chart 8.1** with the learning outcomes.

Activity 1

Principles for effective CPD

15 minutes

1. Remind the participants that the morning session took the HoDs through the process of delivering school-based CPD.
2. We will now look at the practical steps to help them carry out two school-based CPDs effectively in their schools during Term 1.
3. Ask participants to tell you what they would do to carry out the CPD and make it a success.
4. Show **Chart 8.2** and agree that the CPD should be based on the principles of adult learning.
5. Match the points they have made with the points on the chart. Eg: the teachers actively participate in the session matches with point 3 on the chart.
6. Finally agree that teachers are adults, whose time and experience need to be respected – and to hold a successful CPD they need adhere to these principles.
7. Point out that the CPD Sessions may not be able to cover everything and should focus on the immediate needs of the school in terms of LPM use. Each CPD Session should focus on two or three key messages/topics only. You can always add other things in informal chats with your teachers or through demonstration teaching. But it is important to be focused in a CPD Session.

Activity 2 Working together for a successful CPD

15 minutes

1. Give each pair the strips of paper (**Chart 8.3**) describing different ways Principals / SSOs can support the HoD to carry out the CPD Sessions and tell them that they have to decide whether that type of support comes before the CPD Session, during the Session or after the Session.
2. Show **Chart 8.4** and ask participants to identify where they have put the answers in different places and discuss why they have put their statement where it is.

Activity 3

Planning a successful CPD session

20 minutes

1. Ask participants to tell you why planning is important.
2. CPD requires careful planning to ensure it is successful. The HoD can do this together with their SSO and Principal.
3. Show **Chart 8.4 Planning CPD**.

4. Ask participants to work in their school pairs and agree **what** needs to be planned in advance for each of these things and **how** they will do it. They can also say **when** they will do it. I.e. 1 day before CPD, 1 week before CPD etc.
5. Walk around and support groups.
6. After discussions take feedback from the teachers.
7. Use the answers below to help the discussion but remember the HoDs should be in control and decide exactly how it will work.

	What needs to be done?	Who will do it?	When will it be done?
Topic and key messages	<i>Discuss with teachers and agree some topics they have challenges teaching. These should be topics in the LPM. You could also include teaching methods.</i>	<i>HoD should discuss with their teachers with the help of SSO</i>	<i>As soon as term starts</i>
Date, time, place	<i>Discuss with teachers and agree two Saturdays when the training can be held. One should be in the first week of school and one half way i.e. at the end of October. It should be held in school on a Saturday morning for 4 hours. Agree the start time.</i>	<i>HoD with Principal</i>	<i>As soon as term starts</i>
Facilitator	<i>Select a facilitator to lead the CPD session. You can select a different facilitator for each CPD or the same person. This person should be competent in subject knowledge and be able to facilitate a participatory and reflective session. E.g. HoD, star teacher, SSO, college lecturer.</i>	<i>HoD with Principal and SSO</i>	<i>September</i>
Session content and delivery method	<i>Work with the facilitator to agree the session content. It could be model LPM lessons or Leh Wi Lan CPD Session Notes. Discuss together how the CPD will be delivered to maximise teacher participation and allow them to reflect on their own practice and share ideas.</i>	<i>HoD, SSO, facilitator</i>	<i>September</i>

Activity 4 Delivering a successful CPD session 20 minutes

1. Ask the participants to discuss in their different groups tips or suggestions for facilitating or leading successful professional development sessions. They should think about what it is like to be a participant in a training. What makes it a good training? What makes a good facilitator? Move around the groups to listen to discussions to capture and highlight key ideas coming from the groups.
2. On the chalkboard write two columns. One with 'Do' and one with 'Don't'. Ask participants to give you suggestions for things a facilitator should do and should not do. Write them in each of these columns. Use **Chart 8.5 Do's and don'ts** for additional ideas to guide the discussion. Go through the ideas and close the activity.
3. Encourage participants to take a photo or note down the important tips for them.

Activity 5 Monitoring learning from CPD 15 minutes

1. Ask participants: How will you know if your CPD was successful?
2. Explain that there are many ways to see if the CPD was successful. A key indicator is to see if the teacher can apply his or her learning in the classroom.
3. Ask participants to work in groups and list different ways a HoD can check if teachers are able to apply their learning in the classroom.
4. Show **Chart 8.6** and discuss the items together. Remind participants that it is their job to help teachers to implement their learning in the classroom. SSOs can also help with this.

Summary 5 minutes

1. Thank HoDs for their participation in the workshop.
2. Ask different HoDs to tell you one thing they have learned over the two days.
3. Ask HoDs if they have any questions about leading CPD in schools. Answer any questions and provide clarification.

Materials

Chart 8.1 Learning outcomes

- Describe the role of HoD in delivering school-based CPD
- Explain how to plan for effective school-based CPD
- Explain how to deliver effective school-based CPD sessions
- Explain how to monitor progress after school-based CPD sessions

Chart 8.2: Key features of adult learning

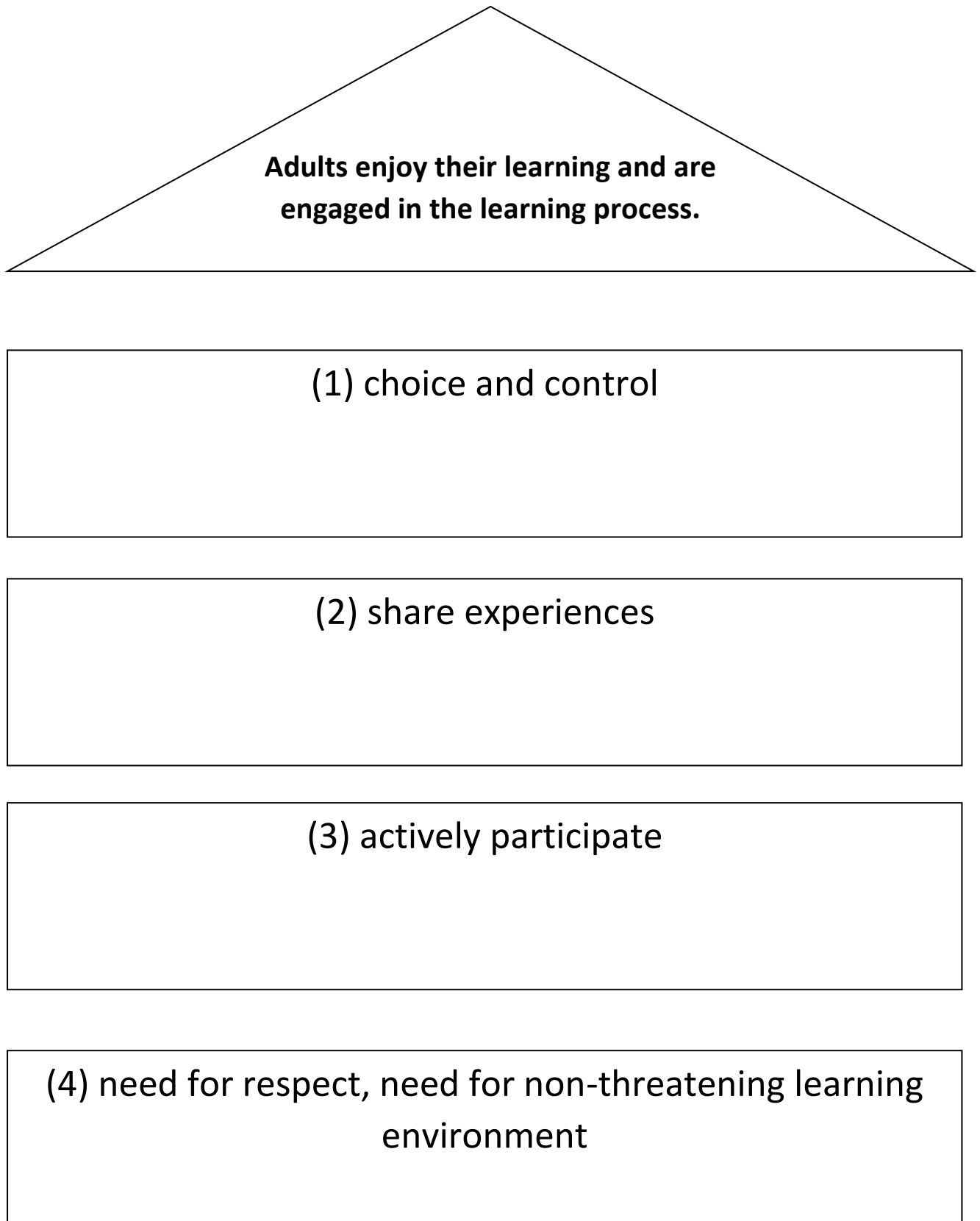


Chart 8.3 Working together to deliver CPD

to be cut into strips and given to each group

Discuss the CPD together identifying any areas where you think teachers might need more support

Together, plan different ways in which teachers could be supported to develop further

Discuss the CPD together, identifying where it went well and where you might need further support, using the two stars and a wish method of feedback.

Discuss the session outline together, clarifying anything that they don't understand

Together identify the key messages they want to put across to their staff

Support you to make a schedule of CPD and encourage you to communicate the dates and topics of the CPDs to the teacher

Sit in the CPD and support you

Identify different resources that can be used in the CPD, including facilitators

Think about how you could support the Principal and HOD more effectively

Correct any misunderstandings.

Together, make any charts for the CPD

Run the CPD together, each taking different parts

Plan the CPD together

Answers: SSOs and HoDs working together to deliver CPD

Before the CPD

Support you to make a schedule of CPD and encourage you to communicate the dates and topics of the CPD to the teacher

Discuss the session outline together, clarifying anything that they don't understand

Together identify the key messages you want to put across to your staff

Together, make any charts for the CPD

Plan the CPD together

Identify different resources that can be used in the CPD, including facilitators

During the CPD

Sit in the CPD and support you

Run the CPD together, each taking different parts

After the CPD

Discuss the CPD together identifying any areas where you think teachers might need more support

Together, plan different ways in which teachers could be supported to develop further

Discuss the CPD together, identifying where it went well and where you might need further support using the two stars and a wish format.

Correct any misunderstandings.

Plan the CPD together

Chart 8.4 Planning CPD

	What needs to be done?	Who will do it?	When will it be done?
Topic and key messages			
Date, time, place			
Facilitator			
Session content and delivery method			

Chart 8.5 Do's and don'ts

DO

- Promote open, democratic dialogue
- Be open- minded
- You and members should be willing to learn from others
- Lead members to achieve consensus on issues
- Acknowledge contributions from members
- Encourage members to talk one at a time
- Encourage members to respect the views of others
- Encourage members to be regular and punctual to CPDs
- Share facilitation of CPDs with members (if appropriate)
- Facilitators need to be informed ahead of time, so they're prepared
- Be prepared ahead of the CPDs
- Restrict discussions to agreed topics to avoid loss of focus—keep members on track
- Have and follow CPD schedules (as much as possible)
- Ensure sessions are kept to agreed time limits, e.g. four hours
- Ensure nobody or sub-group dominates discussions
- Encourage shy and silent members to talk
- Be creative
- Make members feel safe and comfortable to contribute/speak
- Set and follow ground rules for CPDs

DON'T

- Force your ideas/decisions on members
- Refute member's ideas
- Put members on the spot
- Downplay thoughts, feelings
- Force members to speak
- Hold CPDs without agenda
- Prolong CPD Sessions

(Ideas adapted from Facilitating Reflection: A Manual for Leaders and Educators by Julie Read and Christopher Koliba http://www.uvm.edu./dewey/reflection_manual/index.html (1of 3) [5/13/03].

Chart 8.6 Monitoring and supporting teachers after the CPD session

- Flash lesson observations
- Full lesson observations
- Discussion with teachers
- Discussion with pupils
- Checking pupils' exercise books
- Focus group discussion or CPD with teachers
- Focus group discussion with pupils

Leh Wi Lan

Improving Secondary Education
in Sierra Leone

Head of Department TPD Facilitator's Training Manual

Term 2



Agenda

	8.30 – 9.00	9.00 – 10.45	10.45– 12.30	12.30 – 1.30	1.30 – 3.30	3.30 – 4.30	4.30
Day 1	Breakfast and registration	Session 1: Promoting Learning Time	Session 2: Checking and supporting learning through questioning	Lunch	Session 3: Improving pupil participation through better behaviour management	Session 4: Practising Lessons	Wrap up
Day 2	Breakfast and registration	Session 5: Implementing school-based CPD in school	Session 6: Subject knowledge	Lunch	Session 7: Subject knowledge		Wrap up

Session 1: Improving Learning Time

90 minutes

Learning outcomes:

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

- Share learning from the last term in school
- Reflect on their own and other HoDs' attempts to promote learning time
- Identify barriers to learning time
- Set targets for increasing learning time in their own school

MATERIALS:

Chart 1.1	Learning outcomes/objective
Chart 1.2	Good morning song
Chart 1.3	Ground rules

Session outline

Introduction	10 minutes
Activity 1. Learning from term 1	15 minutes
Activity 2. Reviewing our understanding of learning time	20 minutes
Activity 3. Strategies and actions to improve learning time	40 minutes
Summary	5 minutes

Important note to facilitators. Read before delivering the session.

This session builds upon work begun in the last workshop. Please recap and discuss this with your colleagues before preparing this session. In the last training, Heads of Department identified some strategies that they would try to apply in their schools to promote learning time. Some of these will have worked, others won't. This session reviews those strategies. It is important for Heads of Department to understand that promoting learning time is strongly linked to change, and requires leading people to change their behaviours. They should be honest and detailed in their responses so everyone can learn from what worked as well as challenges faced.

Look at the session notes and agree where and how the following key messages are covered:

- Learning from one another on strategies to promote learning time.
- Where learning time is lost in a Sierra Leone schools.
- Managing change.
- What the Heads of Department, supported by the SSOs, will go back to their schools and do.

Introduction

10 minutes

1. Welcome participants to the first day of HoD TPD workshop.
2. Call any two volunteers for prayers: muslim/christian
3. Sing “ Good morning “song with participants
4. Introduce the facilitators and other key personell present .
5. Show pericipants Chart 1.1 with the learning outcomes.
6. Ask a volunteer to explain what learning outcomes/objectives are. (They tell us what we are aming to achieve at the end of the session. Ask another volunteer to explain why it is important and useful to have learning outcomes/objectives in workshops (for everyone to know and focus on what we want to do and evaluate ourselves by the end of the session).
7. Ask paticipants to introduce themselves by calling their names, designation and school. Remind participants of the importance that HoDs are in attendance in this training, no representatives.
8. Round up the introduction by agreeing ground rules for the workshop.

Activity 1. Learning from term 1

15 minutes

1. Ask participants to tell you some of the things they learned in the last training, in September. (Try to focus the repsonses on the three thematic areas: Improving Learning Time, Checking and Supporting Learning through Pupil Remediation Toolkit, Pupil Participation. School-based CPD. Try not to take general answers make sure the answers are specific.)
2. Explain that this workshop builds upon the learning from last training. It also builds upon **what they have done in school**. It is important that they practise what they have learned and bring back the successes and challenges so that we can build upon them. It is only by learning both in the workshop and in school that they will be certified.
3. Form small groups of participants, they should be a mix of JSS and SSS HoDs.
4. Ask them to discuss in groups what they practised in school following the training. Ask them to discuss what went well and any challenges they faced. Allow about 10 minutes for the discussion.
5. Take respones from **a few** people. Make sure their responses are specific and relate to the previous training topics.

Activity 2. Reviewing our understanding of learning time 20 minutes

1. Thank the participants that arrived at the training today on time. Explain that you are particularly glad they were punctual for this training! Ask participants why they came to the training on time and get some suggestions.
2. Ask participants to tell you what the impact would be if the training started late – either because they were late or you weren't ready. Agree that they would receive less learning. This is because you would have to fit everything into less time, or miss some content out.
3. Explain that, when you are delivering a workshop, you are using many of the same skills and principles as a teacher should be using with a class.
4. Ask a participant to tell you how long pupils are in school for each day. Agree on a number of hours (it does not have to be completely accurate, just a good estimate).
5. Ask if all of this time is **learning time**. Agree that it is not. Ask for suggestions about the other things pupils might be doing in school when they are not learning. (They might be playing or lining up or being registered).
6. Ask pairs to briefly discuss how they can tell the difference between non-learning and learning time.
7. Give pairs three or four minutes to discuss and then take feedback from two or three pairs.
8. **Agree on some general ideas.** In particular, make sure that participants understand that **lesson time** and **learning time** are different. Pupils can be in the classroom and not learning. The teacher can be talking without the pupils learning anything. You might agree that learning time is when pupils are actively thinking about, discussing, or working on curriculum content. Remind participants that we should be thinking about the needs of **all** pupils here.
9. Agree that increasing both lesson time and participation within lessons are very important if we are to improve learning. Agree that it is important to improve learning for **all** children. Agree that we are all working on this. And *then* agree that if the school is not providing enough hours of teaching then a lot of the improvements the teachers are making in their teaching will be wasted – because the pupils will not have enough access to this improved teaching.
10. Ask pairs to discuss why promoting learning time is so important for their schools.
11. Again, give three or four minutes for discussion and then get feedback. They might give lots of answers, but make sure participants remember:
 - The Sierra Leone school system doesn't timetable as many hours for learning as some other countries.
 - The more learning time children have, the more they can achieve.
 - The Head of Department can make a small change that can make a very big difference to the number of hours of learning a pupil receives.

12. Congratulate participants for how much they have remembered from last training.

Activity 3. Strategies and actions to promote learning time 40 minutes

1. Make sure all participants agree that promoting learning time is an important part of the **Head of Departments role**.
2. Agree that there are lots of barriers to learning time. Ask participants to list them. Some of these are within the teachers control but some are outside of teachers control. Make sure you distinguish between the two. We are only focusing on the ones within teachers and HoDs control.
3. Remind participants that last time we looked at promoting learning time they agreed to try out some strategies and actions to improve amounts of learning time in their schools.
4. Ask the participants to work in groups. Give them five minutes to share the actions and strategies that they tried in their own schools to promote learning time. [Remind participants to discuss in detail and **only tell the truth**, creating change can be difficult and we have to be honest about what we are able to achieve.]
5. Move around listening to their discussions and make sure everyone is participating and speaking. If you know a HoD used an unusual or very effective strategy, use this time to remind them of it and to ask them to be ready to share it with everyone else.
6. After five minutes ask everyone to stop and thank them for sharing. Remind them that we often learn best from our peers. Explain that you want them to be thinking about how they can learn from one another, so you want someone to share an action or strategy that they have just heard about that they think could be useful in their school.
7. Invite three or four participants to share what they have heard from their colleagues. If the actions and strategies that have impressed you haven't been shared, you can share them now.
8. Remind participants that reflecting on our work and evaluating helps us to improve. Congratulate them all on their efforts so far. Explain that we will be capturing some of these stories through SSOs and will share them more broadly.
9. Remind participants that they have another term to now try and sustain their change; or implement a new change. In Term 3 workshop we will discuss their progress again and we will be recording it.

Summary

5 minutes.

1. Ask participants to reflect on what they have learnt by looking at the learning outcomes/objectives

Session 2: Checking and supporting learning through asking questions

90 minutes

Learning outcomes:

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

- Explain why it is important to ask questions in lessons.
- Explain the difference between open and closed questions.
- Describe how to use questions to meet the needs of all pupils.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 2.2	Why is it important for teachers to ask questions?	Activity 1
Chart 2.3	Open and closed questioning	Activity 2
Chart 2.4	Open or closed questions?	Activity 2
Handout 2.1	Open questions to use in the classroom	Summary

Session outline

Introduction		5 minutes
Activity 1	Why ask questions?	20 minutes
Activity 2	Asking open and closed questions	30 minutes
Activity 3	Asking questions and responding to answers	30 minutes
Summary		5 minutes

Important note to facilitators. Read before delivering the session.

Questioning is important because it can be used not only for checking learning but also to encourage participation from all learners. Using open questioning can help develop pupils' problem solving and communication skills. Heads of Department will need to support their teachers to become skilful at questioning.

Look at the session notes and see where and how the following key messages are covered:

- Why questioning is important.
- The difference between open and closed questioning and when to use them.
- The value of pupils asking questions.
- Using a skilful approach to questioning.

Try using open and closed questions in your own approach so that you can assess what your Head Teachers can and can't do.

Introduction

5 minutes

1. Welcome all the participants.
2. Ask participants if they can explain what is meant by 'checking and supporting learning'. Explain that assessments and tests are one way of checking learning but a good teacher will also check learning throughout the lesson to make sure pupils are understanding what is being taught.
3. Explain that in this session we will look in more detail at one useful techniques for checking learning: **asking questions**.
4. Show **Chart 2.1 Learning outcomes** and go through them.

Activity 1 Why ask questions?

20 minutes

1. Ask pairs to spend five minutes discussing the question **Why is it important for teachers to ask questions in lessons?**
2. After five minutes take feedback from pairs. Invite a participant to write the ideas on a flip chart.
3. Look together at **Chart 2.2 Why is it important for teachers to ask questions?** Read through each point and compare to the participants' ideas. Did the group think of everything?
4. Agree that questioning is an important part of the learning process. **It is especially good for pupils to ask questions.** Pupils who ask questions are showing that they are interested in, and thinking about the topic.
5. Explain that being able to ask questions effectively is a skill. It may take time for teachers to become **skilful questioners**.
6. Explain that skilful questioning is used positively in the classroom. There are times when a teacher might use questioning to put pupils down or humiliate them. It is important to be clear that this has a negative impact on the pupils' ability to learn.
7. Remind participants that skilful questioning involves asking questions to different pupils. Questions should be asked to boys and girls, pupils at the front and pupils at the back as well as pupils of different abilities. If one pupil in the class can answer a question, it does not mean all the pupils can answer it.

Activity 2 Asking open and closed questions

30 minutes

1. Remind participants that they learned in a previous session that a pupil learns best when they are actively involved in the learning activity. Asking questions is a very powerful teaching and learning tool in the classroom because it actively involves the pupils.
2. Explain that it is up to the teacher to make time to encourage pupils to talk together, and to the teacher. The teacher needs to know how to ask the right kinds of questions to encourage the pupils to think more about a topic and talk to others about it.
3. Remind participants that teachers should not be afraid of pupils asking questions that they themselves might not know the answers to. Teachers are not expected to know everything but should always be willing to learn and assist their pupils to learn.
4. Now explain that there are two types of questions, closed and open. Both types of questions should be used in the classroom. But often teachers use more closed questions.
5. Look together at **Chart 2.3 Open and closed questioning**. Ask one volunteer to read out the definition and examples of 'closed questions' and another volunteer to read 'open questions'.
6. Ask **Do you know the difference between open and closed questions?**

Then **What is the difference between open and closed questions?**

Take one answer to each and then highlight that your first question was closed and the second one was open.

7. Display **Chart 2.4 Open or closed questions?** Explain that participants will now work together in pairs to read through a checklist of questions, and decide if they are open or closed.
8. Explain that they will also write three more questions to add to the list, either open or closed questions. These three questions will be for another pair to decide whether they are open or closed.
9. After 15 minutes, get each pair to join with another pair and discuss their answers, to agree which questions are open and which are closed.
10. Go through the questions with the participants and discuss any they may have disagreed about or found difficult.
11. Summarise by telling participants that asking a range of questions is an important part of assessment. It is harder to ask open questions, but they are a better way to get pupils thinking. Some teachers may struggle with this. Agree that it is the Head of Department's role, with the Principal, to support teachers.
12. Ask participants how the Head of Department can support teachers with questioning. Take feedback. You can encourage answers such as: observing teachers, demonstrating, holding a PDM, asking a teacher who is good at questioning to demonstrate.

Activity 3 Asking questions and responding to answers

30 minutes

1. Ask participants to recall what inclusive teaching is. Agree that inclusive teaching meets the needs of all learners and encourages all pupils to participate in the lesson. Explain that we should think about inclusion when asking questions.
2. Ask participants **How can we meet the needs of all learners when asking questions?** Take a few suggestions. Make sure participants say asking different questions to different pupils and encouraging all pupils to participate. If they don't say this you can remind them.
3. Explain that it is also important to understand that **how** teachers ask questions and **how** they respond to answers impacts pupils' self-esteem. It can either give pupils confidence to ask and answer questions, or not.
4. Ask participants to get into groups of four. They will have ten minutes to create a classroom role play that demonstrates a teacher asking questions that **decrease** a pupil's self-esteem. They will then perform this to the whole class.
5. Move around the groups giving support and making sure everyone is taking part.
6. After ten minutes ask groups one by one to demonstrate their role plays to the whole group.
7. After all the role play demonstrations, thank participants for performing. Then ask **What do you notice? Is the teacher helping the pupils? Are the pupils feeling confident?**
8. Take a few answers to each question but keep it brief.
9. Then ask groups to discuss how the teachers can change their approach to questioning?
10. After five minutes, discuss their ideas. Make sure that these points are covered:
 - Ask questions that make sure all pupils are involved in the lesson.
 - Ask different questions for different pupils.
 - Ask questions that give pupils a chance to think before answering.
 - Use praise when pupils answer correctly or praise them for trying.

Summary

5 minutes

1. Review **Chart 2.1 Learning outcomes**. Agree what has been achieved.
2. Ask participants what the two types of questioning are. (*Open and closed*). Then ask two or three volunteers to explain why skilful questioning is valuable.
3. Agree that the Head of Department should be supporting teachers to use questioning in their lessons.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 Why is it important for teachers to ask questions?

- To find out what pupils already know or have learned
- To encourage pupils to express their ideas, feelings or opinions
- To encourage pupils to be creative
- To encourage pupils to ask questions themselves
- To encourage pupils to think about and solve problems
- To encourage discussion among pupils
- To allow pupils to hear different points of views
- To make sure pupils get equal chances to answer
- To make sure pupils understand you
- To encourage answers from all pupils
- To encourage pupils to gain confidence to express themselves clearly.

Chart 2.3 Open and closed questioning

Closed questions are easy to ask, often have a single correct answer and can be used to evaluate learning. Examples are:

Closed questions

“Do you understand?”

“Do you want to know about.....?”

“Do you agree?”

Open questions require careful planning but have a greater educational value when used skilfully. Teachers usually need to think about creating these questions **before** the lesson. Examples are:

Open questions

“Tell me what you know about?”

“Why do you agree?”

“Can you tell me why you think that?”

“How did you do that?”

“Can you explain how you got your answer?”

Chart 2.4 Open or closed questions?

(Do not show the answers in the last column. That is for your reference only).

Questions		Open or closed?
1	Can you repair a bicycle tyre?	C
2	Do you like school holidays?	C
3	How many people in your family?	C
4	How you can repair a bicycle tyre?	O
5	What is better, the rainy season or the dry season?	C
6	Tell me about your family members.	O
7	What do you like to do in the school holidays?	O
8	Is harvest time in your village a busy time?	C
9	Why do you think the sky is blue?	O
10	Do you like reading?	C
11	Do people sell tomatoes in your village?	C
12	What do you like most about school?	O
13	Tell me what you know about harvest time in your village.	O
14	Do you like school?	C
15	2+3=? What is the answer?	C
16	What colour is the sky?	C

Add three more questions and decide whether they are open or closed questions.

Handout 2.1 Open questions to use in the classroom

- **How did you get your answer?**
- **Why do you think...?**
- **Can anybody explain it in a different way?**
- **Explain how you did...**
- **What would happen if...?**
- **Describe...**
- **Can anyone tell me how she got her answer?**
- **Do you think she / he is correct? How do you know?**
- **What could you have done differently?**
- **How can you check your answer?**
- **What is your opinion on...?**
- **How do you know that your answer is correct?**
- **How would you improve?**
- **Can you add anything to his / her answer?**
- **How does... compare with ...?**

Session 3: Improving pupil participation through positive behaviour management **120 minutes**

Learning outcomes:

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

- Identify reasons why pupils don't participate in lessons
- Understand that not all misbehaviour requires punishment
- Develop positive strategies to respond to poor participation in lessons

Materials

Chart 3.1	Learning outcomes	Introduction
Chart 3.2	Reasons why pupils don't participate in learning	Activity 2
Chart 3.3	Examples of physical, cognitive, emotional needs	Activity 2
Chart 3.4	Common pupil behaviours	Activity 3
Handout 3.1	Positive behaviour management strategies	Activity 3

Session outline

Introduction		5 minutes
Activity 1	'Good' teachers and 'good' learners	15 minutes
Activity 2	Why don't pupils participate in learning?	30 minutes
Activity 3	Positive behaviour management strategies	40 minutes
Activity 4	Role play	25 minutes
Summary		5 minutes

Important note to facilitators. Read before delivering the session.

Behaviour management involves understanding why a pupil behaves in a certain way and selecting the most appropriate strategy to eliminate the behaviour. Poor participation and poor behaviour often results from factors outside a child's control and, therefore, punishing the child will not eliminate the behaviour. Instead, other interventions and support for the child may be more effective.

Look at the session notes and see where and how the following key messages are covered:

- Why punishment is not always an effective strategy for misbehaviour in school
- Reasons why children show poor participation in learning (physical, cognitive, emotional)
- Different strategies teachers can use to address poor participation in lessons

Try using positive behaviour management strategies in your own approach and highlight these strategies to participants when you use them.

This session is adapted from the Good School Toolkit, Step 3, Good Teachers and Teaching. Available from: http://raisingvoices.org/wp-content/uploads/2013/03/downloads/GoodSchool/Good_School_Toolkit/STEP_3.pdf

Introduction

5 minutes

1. Welcome all the participants.
2. Explain that this session looks at pupil participation. Sometimes teachers report that children are not ready to learn in the classroom. Some teachers report that pupils are lazy, do not participate, do not work hard, do not arrive on time for lessons. This is not always the fault of the pupil. This session will look at how teachers can respond to this behaviour in a positive way, without using punishment.
3. Show Chart 3.1 Learning Outcomes and go through them.

Activity 1 'Good' teachers and 'good' learners

15 minutes

1. Ask participants: 'What makes a good teacher?' Encourage participants to tell you the skills and behaviours they would expect to see from a good teacher. (Make sure the responses include supporting pupil learning).
2. Now ask participants: "What makes a 'good' pupil?" Encourage participants to tell you the skills and behaviours they would expect to see from a good pupil.
3. Explain that we expect pupils to come to school ready to learn. This means they try their best to listen to explanations, participate in guided and independent practice. Sometimes pupils do not behave in the way we expect them too.
4. Ask participants to tell you how they feel when a pupil is not participating in class (E.g. sleeping, not answering questions, arriving late etc.)

Agree that it can feel frustrating. Teachers might feel anxious because pupils are not going to be ready for exams. Teachers might even feel angry, like they are not being appreciated or respected. These feelings are understandable but as the adult a teacher needs to control their emotions. The teachers' job is to manage pupil behaviour in the best way they can to ensure the pupil is participating in the lesson and learning well. It is proven that the brain cannot function well when a person is scared, in pain or upset. Therefore, it is important that teachers avoid punishment and find alternative methods to manage behaviour. Positive behaviour management can help more children learn. This makes a good teacher.

Activity 2 Why don't pupils participate in learning?

30 minutes

1. Explain that most pupils have poor participation for a reason. The teacher may not know what the reason is, but there usually is one. Most of the time, the pupil doesn't participate and misbehaves because she or he has an unmet need. It is important to find the pupil's underlying need to understand why they are not participating in class.

1. Ask participants to work in the same groups as last activity and with the same statement from **Chart 3.4**.
2. Ask participants to perform two role plays.
 - In the first role play they should act out a teacher and classroom where the pupil performs the behaviour in their statement (e.g. performs poorly in the exam). The teacher should respond with a punishment.
 - In the second role play they should act out a teacher and classroom where the pupil performs the behaviour in their statement (e.g. performs poorly in the exam). The teacher should respond with a positive behaviour management strategy. (Like in Handout 3.1)
3. If time allows ask participants to perform their role play to the rest of the group. Give feedback on the positive behaviour management strategy used.

Summary

5 minutes

1. Review **Chart 3.1 Learning outcomes**. Agree what has been achieved.
2. Thank participants for their participation and ask if anyone has any questions.

Materials

Chart 3.1 Learning outcomes

Chart 3.2 Reasons why pupils don't participate in learning

a. **Physical:** Sometimes a child has an unmet physical need, and this will cause them to misbehave. This might include being hungry or feeling sick.

b. **Cognitive:** This relates to how a child learns and processes information. Sometimes a child misbehaves because of frustrations in the classroom, such as being bored or not understanding how something is being taught.

c. **Emotional:** Sometimes children misbehave because they have a hard time managing their feelings. For example, if they are angry or lonely, or they feel like they are being excluded from the group.

Chart 3.3 Examples of physical, cognitive, emotional needs

Physical

- I'm hungry
- I'm tired
- I'm sick
- I'm too hot
- I don't have comfortable clothes
- I don't have a sanitary pad

Cognitive

- I don't understand
- The lesson is too easy or difficult for me
- I can't hear what the teacher is saying
- I can't see the board
- I didn't understand this topic last lesson so can't follow today
- I missed this topic last term so don't understand
- I have done this lesson before
- I'm frustrated because I can't do it
- I'm trying but I don't have the right skills
- Nobody helps me when I am stuck
- I'm bored
- I know I will fail anyway so I don't try
- I'm scared of getting it wrong so I'll wait and copy the right answer

Emotional

- I feel lonely
- I feel like I don't belong to the group
- I feel like I am not accepted
- I don't feel safe
- I don't feel respected
- I'm angry
- I'm hurt
- I want to be in control
- I'm scared of the teacher

Chart 3.4 Common pupil behaviours

- A pupil performs poorly in the exam
- A pupil has not completed his/her assignment at home
- A pupil is not completing the independent practice in the lesson
- A pupil is sleeping in class
- A pupil has low participation in the lesson
- A pupil arrives late

Handout 3.1 Positive behaviour management strategies

Pupil behaviour	Positive behaviour management strategies
A pupil performs poorly in the exam	<ul style="list-style-type: none"> • Talk to the pupil to find out why they think they got a low score • Compare the exam to their classwork – did they understand the work in class? • Discuss the reasons together and what can be done next time to ensure they improve
A pupil has not completed his/her assignment at home	<ul style="list-style-type: none"> • Ask the pupil to tell you why they haven't completed the assignment. • Remind them why it is important to complete assignments so they can practise what they learned in class and develop their learning further. • Agree another date when the assignment can be completed • Find a way to support them to complete the assignment. E.g. discuss the topic together, show them the explanation in the Pupil Handbook, pair them with another pupil.
A pupil is not completing the independent practice in the lesson	<ul style="list-style-type: none"> • Go to the student and see if they start working. • Then see if they need help. Perhaps they don't understand what to do • Ask another pupil to work with the student. • Move them to the front if needed so they can concentrate
A pupil is sleeping in class	<ul style="list-style-type: none"> • Walk around class while you are teaching and then stop at the student(s) who are sleeping. Then stand next to them and put your hand on their shoulder while you continue to teach. This will make the student conscious that you know what they are doing and they will stop sleeping. If they start sleeping again after this technique, temporarily switch their seats with those students in the front row. • Speak to the student after the lesson to find out why they are sleeping. Through discussion help the pupil realise the importance of concentrating and participating in learning
A pupil has low participation in the lesson	<ul style="list-style-type: none"> • Students will pay more attention to your lesson if you make it active and interesting. Try to use games to teach lessons – students will pay attention if they are able to play. • Make sure to pick those students who are not paying attention to be involved in the game or to answer questions. Do this in a positive way, without humiliating them but instead positively engaging them.
A pupil arrives late	<ul style="list-style-type: none"> • If pupils come late or unprepared to class, find a quiet moment to ask them why. If there is a serious problem, try to counsel them. If they do not have a good reason, tell them that they have two more warnings until they have 'reflection time' (which means that they will need to find another time to catch up on missed work e.g. lunch time).

Session 4: Practising delivering lessons

60 minutes

Learning outcomes:

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

- Teach a lesson using open questions
- Teach a lesson using positive behaviour management strategies
- Teach a lesson that promotes learning time

Materials

Chart 4.1 Learning outcomes
LPM for Term 2

Introduction

Session outline

Introduction	5 minutes
Activity 1 Teaching a lesson from the LPM	50 minutes
Summary	5 minutes

Important note to facilitators. Read before delivering the session.

This lesson requires participants to teach a lesson from the LPM. Make sure they have LPMS available.

The lesson should try and incorporate all of the things they learned today:

- 1.** The importance of promoting learning time and strategies for promoting learning time.
- 2.** Using open questions in lessons.
- 3.** Using positive behaviour management strategies to improve pupil participation in lessons

Walk around when they are conducting lessons and try and note down good examples of these strategies to share with participants at the end. Remember to praise participants for their progress in these areas.

Introduction

5 minutes

2. Welcome all the participants.
3. Ask participants to tell you what they have learned today:
Agree that we learned about three key areas:
 1. The importance of promoting learning time and strategies for promoting learning time.
 2. Using open questions in lessons.
 3. Using positive behaviour management strategies to improve pupil participation in lessons

Activity 1 Teaching a lesson from the LPM

50 minutes

1. Ask participants to form small groups (approximately 8 people).
2. Explain that they will now select one lesson from the LPM and one member of the group will teach the lesson to the other members of their group. They should consider these things when teaching:
 - a. Use open questions
 - b. Promote learning time
 - c. Use positive behaviour management strategies to promote pupil participation
3. Lessons should only run for 35 / 40 minutes.
4. When they have finished the group should give feedback on:
 - a. Use of open questions
 - b. Amount of learning time
 - c. Use of positive behaviour management strategies to promote pupil participation

And provide suggestions for how to improve further.

5. In plenary get responses from participants about how they managed to use open questions, lots of learning time and positive behaviour management strategies.

Summary

5 minutes

1. Review **Chart 2.1 Learning outcomes**. Agree what has been achieved.
2. Thank participants for their participation today and remind them to come on time tomorrow.

Materials

Chart 2.1 Learning outcomes

Session 5 : School – based CPD

90 minutes

Learning outcomes:

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

- Share learning from school-based CPD in term 1
- Plan how to conduct a school-based CPD in Term 2
- Explain how to deliver effective school-based CPD sessions

MATERIALS:

Chart 1.1 Learning outcomes/objective

Session outline

Introduction	5 minutes
Activity 1. Learning from term 1	20 minutes
Activity 2. Planning a school-based CPD in school	25 minutes
Activity 3. Delivering a successful school-based CPD session	25 minutes
Activity 4. Working with teachers tomorrow	10 minutes
Summary	5 minutes

Important note to facilitators. Read before delivering the session.

This session looks at conducting school-based CPD. This is an important opportunity to give schools control of their own professional development. Last term some schools successfully held school-based CPD but others did not. It is important to learn from the successful schools and try to develop solutions together to help other schools overcome challenges to implementation.

Remind participants that they can improve their teachers and the learning in their school and this will be recognised with certification.

Introduction

10 minutes

1. Welcome participants to the second day of HoD TPD workshop.
2. Call any two volunteers for prayers: muslim/christian
3. Sing “ Good morning “song with participants
4. Show participants Chart 1.1 with the learning outcomes.
5. Round up the introduction by agreeing ground rules for the workshop.

Activity 1. Learning from school-based CPD in term 1

20 minutes

1. Ask participants to tell you what school-based CPD is.
2. Ask participants to tell you some of the benefits of school-based CPD.
3. Explain that some schools have been able to hold successful school-based CPDs but others have not. Today we want to reflect on the successes, challenges and plan a way forward so that every school can benefit from school-based CPD.
4. Form small groups of participants, they should be a mix of JSS and SSS HoDs.
5. Ask them to discuss in groups if they held a school-based CPD. How they held it, the topics they discussed and the outcome of the training.
6. If participants did not hold the school-based CPD they should be honest and discuss the reasons and barriers for not holding it.
7. Walk around the groups listening to discussion and participating where helpful. Try and gather understanding of key successes and reasons for not holding the school-based CPD.
8. Bring all responses together in a plenary. First ask a **few** participants to tell you about the school-based CPD's that they held. Discuss together what they did and the outcome.
9. Write some successful outcomes on flip chart paper for everyone to see. Congratulate the HoDs on their work. Explain that we will record evidence of holding school-based CPD and award certificates.
10. Next ask participants to share any reasons why they were unable to hold a school-based CPD. Discuss the case study together and try to find a solution so they can hold it in Term 2.

Activity 2 Planning a school-based CPD

25 minutes

1. Ask participants to tell you why planning with Principal and SSO is important.
2. CPD requires careful planning to ensure it is successful. The HoD must do this together with their SSO and Principal because all stakeholders need to ensure CPD takes place.
3. Show **Chart 5.2 Planning CPD**.
4. Ask participants to work in their school pairs and agree **what** needs to be planned in advance for each of these things and **how** they will do it. They can also say **when** they will do it. I.e. 1 day before CPD, 1 week before CPD etc.
5. Walk around and support groups.
6. After discussions take feedback from the teachers.
7. Use the answers below to help the discussion but remember the HoDs should be in control and decide exactly how it will work.

	What needs to be done?	Who will do it?	When will it be done?
Topic and key messages	<i>Discuss with teachers and agree some topics they have challenges teaching. These should be topics in the LPM. You could also include teaching methods.</i>	<i>HoD should discuss with their teachers with the help of SSO</i>	<i>As soon as term starts</i>
Date, time, place	<i>Discuss with teachers and agree two dates when the training can be held. One should be in the first week of school and one half way i.e. at the end of February. We recommend it should be held in school on a Saturday morning for 4 hours. But if you cannot facilitate this at the weekend it could be during the school week.</i>	<i>HoD with Principal</i>	<i>As soon as term starts</i>
Invites and attendance	<i>How will you enable teachers to attend. Consider a suitable time when all teachers can attend. Can someone in the community provide a small amount of food for the teachers?</i>	<i>HoD with Principal</i>	<i>As soon as term starts</i>
Facilitator	<i>Select a facilitator to lead the CPD session. You can select a different facilitator for each CPD or the same person. This person should be competent in subject knowledge and be able to facilitate a participatory and</i>	<i>HoD with Principal and SSO</i>	<i>January</i>

Materials:

Chart 5.1 Learning outcomes/objective

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

- Share learning from school-based CPD in term 1
- Plan how to conduct a school-based CPD in Term 2
- Explain how to deliver effective school-based CPD sessions

Chart 5.2 Planning CPD

	What needs to be done?	Who will do it?	When will it be done?
Topic and key messages			
Date, time, place			
Invites and attendance			
Facilitator			
Session content and delivery method			

Chart 5.3 Do's and don'ts

DO

- Promote open, democratic dialogue
- Be open- minded

- You and members should be willing to learn from others
- Lead members to achieve consensus on issues
- Acknowledge contributions from members
- Encourage members to talk one at a time
- Encourage members to respect the views of others
- Encourage members to be regular and punctual to CPDs
- Share facilitation of CPDs with members (if appropriate)
- Facilitators need to be informed ahead of time, so they're prepared
- Be prepared ahead of the CPDs
- Restrict discussions to agreed topics to avoid loss of focus—keep members on track
- Have and follow CPD schedules (as much as possible)
- Ensure sessions are kept to agreed time limits, e.g. four hours
- Ensure nobody or sub-group dominates discussions
- Encourage shy and silent members to talk
- Be creative
- Make members feel safe and comfortable to contribute/speak
- Set and follow ground rules for CPDs

DON'T

- Force your ideas/decisions on members
- Refute member's ideas
- Put members on the spot
- Downplay thoughts, feelings
- Force members to speak
- Hold CPDs without agenda
- Prolong CPD Sessions

(Ideas adapted from Facilitating Reflection: A Manual for Leaders and Educators by Julie Read and Christopher Koliba http://www.uvm.edu./dewey/reflection_manual/index.html (1of 3) [5/13/03].