

Leh Wi Lan

Improving Secondary Education in Sierra Leone



FACILITATION GUIDE

SSS Teacher Professional Development (TPD): English Language (Term 2)



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.

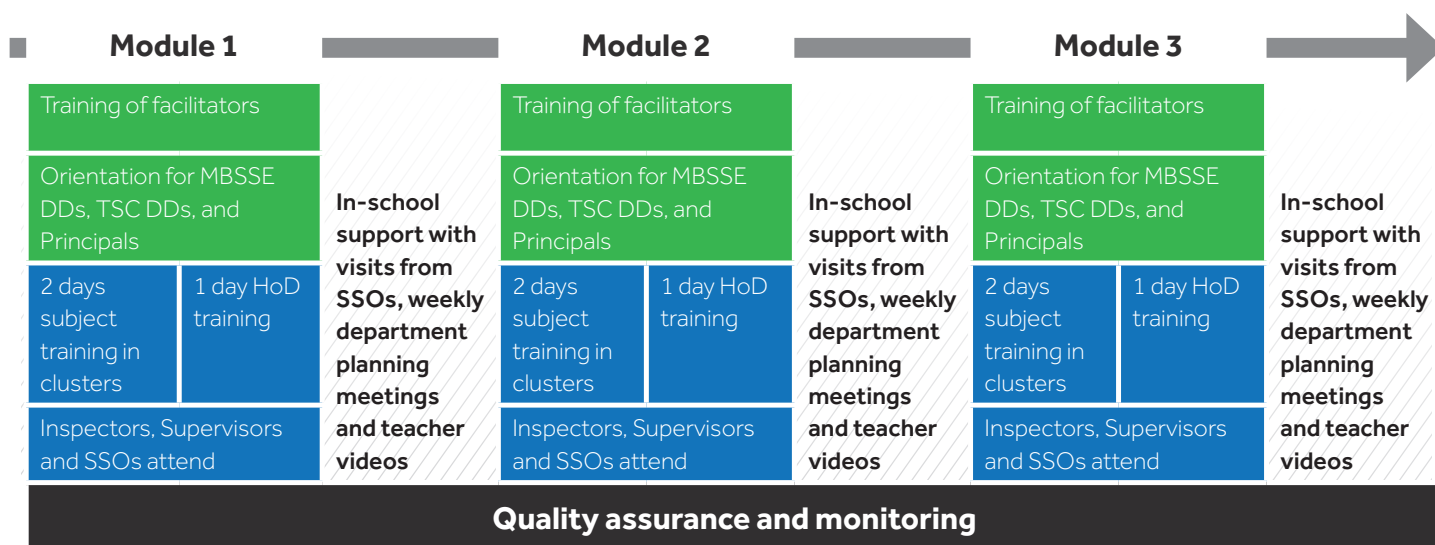
This is especially important in a context like Sierra Leone where Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) vary greatly in terms of access to resources and distribution of qualified teachers. Within government schools there are large numbers of teachers who are: not qualified 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 subject training for English teachers in SSS. It is designed to be delivered over one academic year and each module links directly to SSS English lessons being taught in the upcoming term (in this case, term 2). It should be used alongside the MBSSE Lesson Plan Manual and Pupil Handbook. Whilst focusing primarily on subject content, the materials have been designed to develop key pedagogical skills including gender-responsive pedagogy, using teaching and learning aids, inclusive learning, reflection and problem solving.

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

Senior Secondary School Teacher Professional Development

Training schedule

Date / Time	09:00	11:00	11:30	13:30	14:30	16:30	17:00
Day 1 (HoD)	HoD Session 1: Role of Heads of Department		HoD Session 2: Monitoring use of LPMs and PHs		HoD Session 3: Supporting teachers to use LPM and PH		
Day 2 (teachers)	Session 1: Welcome and introduction	Break	Session 2: Delivering listening and speaking lessons	Lunch	Session 3: Delivering Reading Lessons		Closure
Day 3 (teachers)	Session 4: Delivering Writing Lessons		Session 5: Delivering Grammar Lessons		Session 6: Back to school	<u>Teacher self-assessment</u>	

Facilitator Standards

Well prepared:
Arrives early
Has charts written and materials organised so they are ready to give out.
Refers to training notes but doesn't read them constantly
Demonstrates strong familiarity of the lesson plan structure and content.
Time management:
Manages time
Session and activities start and end on time.
Understanding SSS:
Exhibits knowledge of the current context of Senior Secondary Schools - uses examples that are relevant to the context
Subject Knowledge:
Clearly explains how to do the content of the lesson plans, using a variety of examples to add depth.
Participatory:
Gives opportunities for participants to work together
Gives time for participants to think of how to tackle a problem before explaining
Supportive:
Listens to the participants and acts on their comments
Accepts answers and asks questions to help participants, rather than telling the answers
Inclusive:
Ask questions to a range of participants
Uses gender responsive language and interaction
Finds ways to support those participants who don't understand
Uses group, pair and individual work and moves round to support all participants
Enjoyable:
Greets the participants, creates a friendly atmosphere.
This session is quick and active with a positive approach.

Session 1: Welcome and introduction to Term 2 Training

90 minutes

Session objectives

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

- Identify participants and facilitators at the workshop
- Review and share learning from term 1 TPD workshop
- Discuss and agree objectives and expectations and time-table for Term 2 TPD workshop

Materials

Chart 1.1	Session objectives	Introduction
Chart 1.2	Good morning song	Introduction
Chart 1.3	Ground rules	Introduction
Chart 1.4	TPD Term 2 Workshop Objectives	Activity 3
Handout 1.1	TPD Term 2 Workshop timetable	Activity 3
Flip charts and markers, post-it notes, masking tapes		

Session outline

Session/Workshop introduction	15 minutes
Activity 2 Learning from Term 1 Workshop	40 minutes
Activity 3 Introduction to Term 2 Training Programme	25 minutes
Session review	10 minutes

Session /workshop introduction15 minutes

1. Welcome participants to the first day of their second teacher professional development workshop and ask two of the participants (Christian and Muslim) to open in prayers.
2. Sing "Good morning" song with participants (see "Good Morning Song" chart)
3. Introduce the facilitators and key MEST and district staff members, asking a government staff (district deputy director) to make brief remarks to declare the workshop open.
4. Show participants Chart 1.1, with the objectives covered up (i.e. showing only the title). Ask a participant to explain what 'session objectives' are. (They tell us what we are aiming to achieve by the end of the session). Ask another participant to explain why it is useful and important to have session objectives and to share them with participants (To enable everyone be on the same page in knowing our 'destinations' and to help us evaluate ourselves by the end of the session).
5. Show the session objectives, one by one, asking a participant to read each one.
6. Explain that you will work towards the first objective right now, which is about getting to know participants and facilitators at this workshop.
7. Take participants to a space where they can stand in a circle and stand as one of them.
8. Remind participants of your name, and ask someone to tell you what letter it begins with. Explain that you will think of an adjective to describe yourself that starts with the same letter as your name. You will also think of an action to go with your adjective.
9. Step into the middle of the circle and say 'I am _____', doing your action at the same time as you say your name. Repeat.
10. Step back to your place in the circle, and explain that, when someone introduces himself or herself, everyone else needs to welcome him or her – so they should say 'Welcome, _____', repeating your name, adjective and the action that goes with it.
11. Explain that you will show them what to do one more time – and then they will introduce themselves in turn. Each person will step into the circle, introduce himself/herself, and then be welcomed by everyone else. Explain that they need to think of an adjective to go with their name, and an action to go with it before it comes to their turn. They should try to think of an adjective different from everyone else's!
12. Step into the circle and introduce yourself again, reminding them that they need to welcome you. Then encourage participants to introduce himself/herself, going around the circle. Help individuals who are struggling to think of a good word or action for their introduction, and make sure the group has heard and used their 'Workshop name' to welcome each person.

13. Round off the introduction by displaying Chart 1.3 as the ground rules that participants and facilitators will follow during the workshop ask
14. Thank participants for their work on this and ask them to return to their seats.

Activity 1 Learning from Term 1 TPD Workshop 40 minutes

1. Ask the participants to show by a raise of their hands if they were present during the very first workshop in September.
2. You might also wish to take note of participants who did not attend the first workshop and find out why.
3. Explain that those who did not attend the first workshop will have the time to catch up but that this activity is meant for those who attended the first workshop to share what they learnt from that workshop and whether their participating in that workshop helped improve lesson delivery and the learning of children in their schools.
4. Tell participants that that you will lead them to review the workshop under three headings: what went well, what didn't go so well, lessons learnt and what has changed in their practice because of the workshop.
5. Hand each participant 4 post- it notes to write just one statement under each heading personalising it to 'one thing I liked about the workshop', 'one thing I didn't like about the workshop', and 'one thing that has changed in my practice as a teacher because of the workshop'.
6. Allow about 3 minutes for participants to think and write their responses on the post- it notes.
7. Find comfortable spaces in the training room and display on A4 paper bold headings: What we liked about the workshop; What we didn't like about the workshop; and What changed in our practice because of the training.
8. Ask each participant to stick each of their responses below the headings that apply and go back to their seats.
9. Acknowledge their responses to the first two questions above and then focus on identifying what has changed in their practice as teachers because of the training using the questions below as guide. Remind them that since, the training is to help teachers improve the teaching-learning process, so pupils can learn better, we need to know whether the training supported you to do this. Ask them to find a partner and discuss the first question for 2 minutes. Ask them to change partners and discuss the second question for 2 minutes. Repeat until every question has been discussed.

- Have you used the lesson plans? If not, why not?
- what did you find challenging? How did you manage to overcome the challenge?
- What did you find easy/straightforward?
- What did the pupils enjoy?
- Was there anything they/you could understand better because of the lesson plans
- What support did you get to help you implement the plans? Who from?
- What more support would you like?
- Have you used the Pupil Handbook?
- How are you using the Pupil Handbook in the classroom?
- What do you find challenging about using the Pupil Handbook ?
- Do you need more support for using the Pupil Handbook?

10 Move around the room and listen to some of the responses, taking note of anything interesting you hear that could be shared with the group.

11 Take feedback at the end encouraging different people to share one or two experiences /thoughts about their implementation of the lesson plans.

12 Please hand the post-it notes of the responses to the LWL representative for further analysis and action, if required.

12 Remind participants that the training would amount to a waste of time and resources if it does not lead to improvement in the way they as teachers deliver lessons and the learning of the children eventually.

14. Take any questions participants might have and move to the last activity for the session.

Activity 2 Introduction to Term 2 Training Programme 25 minutes

1. Explain that this last activity will enable the participants to preview this 3-day teacher professional development workshop based on the LPM for the second term of the 2018/19 academic session.
2. Tell participants, “having shared what you learned from the last training, I’ll give each of you an opportunity to share your expectations from this current workshop.”
3. Explain that by expectations, you mean what they should be able to do better as teachers of English or mathematics by the end of the workshop—in terms of subject content knowledge, teaching skills, attitude/behaviour.
4. Hand each participant post-it notes to write 3 expectations from the workshop—what they expect to learn or gain from the workshop that will make them better teachers of English or Mathematics back in their schools.
5. Give them 3 minutes to think, write and stick their expectations on any convenient corner of the training room.
6. Lead the participants to analyse and discuss the participants’ expectations, bringing out ideas that relate to content knowledge, teaching skills, and attitudes/behaviour.
7. You might wish to work with them to consolidate all the ideas into a maximum of 6 covering all three areas—knowledge, skills and attitudes/behaviours and ask a volunteer to copy the agreed expectations neatly on flip chart paper.
8. Tell them that at the end of the workshop, they’ll have a chance to check whether their expectations have been met.
9. Display Chart 1.2 with Term 2 TPD workshop objectives and discuss by going through each of the objectives. For each one, agree what it means and when they will be addressing it, explaining that some of the objectives might not apply to them, except if they are also subject head of departments.
10. Give out Handout 1.1 – the workshop timetable.
11. Go through the timetable and ask them to identify where we are on the programme.
12. Take a few responses and agree with them that we are doing the first session of the 2-day workshop.

13. Ask participants how many sessions there are, and how long each one lasts. Talk through the timings of each day and ask participants to write these into their booklets.
14. Tell them that where space is available, both English and maths teachers will do this session together and thereafter separate to their subject sessions and might also get back together to do Session 6. Emphasise that while sessions 1 and 6 are general, sessions 2-5 are specific to English or maths teachers.
15. Inform them that sessions A-C are only for English and maths teachers who are also heads of departments for English and maths in their schools.

Session review

10 minutes

- Show participants chart 1.1 again. Read through each objective.
- For each one, ask what they did to try to achieve each one.
- Explain that, as they've just seen, there is a lot to be covered during the workshop; this means we need to manage time very well, which underscores the need for participants to arrive early each day and for each of the sessions.
- Tell them that, when they come to the end of a session and look at the session objectives, and feel that they haven't achieved the session objectives, they should speak up because it's a shared responsibility between the participants and the facilitators to ensure that participants' expectations are met.
- Make sure they understand that if they feel that they haven't achieved an objective, they should talk to you or the co-facilitator during the break.
- Thank them for their focus during this session and remind them what time to come back from the break. You could appoint a timekeeper to help them all remember what time to return.

Chart 1.1 Session Objectives

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

- Identify participants and facilitators at the workshop
- Review and share learning from term 1 TPD workshop
- Discuss and agree expectations and time-table for Term 2 TPD workshop

Chart 1.2 Good morning song

Good morning, good morning, good morning to you (2 times)

Our day is beginning there's so much to do

Good morning, good morning, good morning to you

Chart 1.3 Ground rules

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

Chart 1.4 TPD Term 2 Workshop Objectives

By the end of the Workshop, all SSS teachers will be able to:

- Familiarise themselves with SSS Term 2 English and mathematics lesson plans
- Make more effective use of English and mathematics lesson plan manuals
- Improve their content knowledge of SSS English and mathematics
- Improve their teaching skills
- Acquire new teacher attitudes and behaviour
- Deliver English and mathematics lessons more competently

Handout 1.1: TPD Term 2 Workshop time-table

Date /Time	09:00	11:00	11:30	13:30	14:30	16:30	17:00
Day One (HOD)	Session A: Roles of Head of Department (HOD)	Break	Session B: Monitoring use of LPM an PH	Lunch	Session C: Supporting teachers to use the LPM and PH		Closure
Day 2 (teachers)	Session 1: Introduction and Welcome		Session 2: English/Math		Session 3: English/Math		
Day 3 (teacher)	Session 4: English/Math		Session 5: English/ Math		Session 6: Back to School	Teacher Self Assessment	

Session 2: Delivering listening and speaking lessons

90 minutes

Learning outcomes

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

- Identify the various Listening and Speaking lessons and Skills in term 2 SS1-SS3 Lesson Plan Manual (LPM)
- Explore creative ways to teach sounds, stress, and intonation in the LPM.
- Discuss and exchange ideas on how to help pupils to develop and improve listening and speaking skills.

Materials

Chart 2.1: Learning outcomes

Chart 2.2: Consolidated Listening and Speaking Skills in Term 2 LPM

Handout 2.1: Overview of Listening and Speaking Lesson Plans SS1-SS3 Term 2

Handout 2.2: Consolidated Listening and Speaking Skills in Term 2 LPM

Copies of SS1-SS3 Term 2 Listening and Speaking Lesson Plans

Copies SS1-SS3 term 2 Pupils' Handbook

Flipcharts, post it notes, masking tapes and markers

Activity outline

Introduction	5 minutes
Activity 1: Overview of English Term 2 Listening and Speaking lessons in the SSS1-3 English LPM	20 minutes
Activity 2: Teaching sounds, stress, and intonation lessons from the LPM SS1-SS3	20 minutes
Activity 3: Ideas for teaching comprehending listening passages	20 minutes
Activity 4: Practical lesson delivering issues	15 minutes
Summary	10 minutes

Background for facilitators

The importance of Listening and Speaking skills cannot be over-emphasized in the life of pupils. These skills help pupils to benefit from the teaching and learning process as well as keep up with the requirements of academic and everyday life. The purpose of this session is to build on what teachers learnt during the first term of the TPD programme by deepening their understanding of the listening and speaking lessons in the LPM and assist them to work with one another to discover how these skills can be taught more effectively based on the LPM.

It is important that teachers are helped to appreciate the importance of these skills in the everyday life of their pupils. For example, pupils need to develop and keep on improving on their listening skills to be able to benefit optimally from lessons and other meaningful interactions in and out of school. Additionally, pupils are required to participate in examinations and other assessments that test their listening and speaking skills. The West African Examination Council's oral paper for the West African School Certificate Examination easily comes to mind.

This session will provide participants opportunities to identify the Listening and Speaking lessons and skills in the 2nd term LPM and work together to explore how these lessons can be delivered more effectively back in their schools. Effective delivery of these lessons will ensure optimal development of listening and speaking skills for all pupils.

Session Introduction

5 minutes

1. Welcome participants to the session and thank them for returning on time from break.
2. Explain that this session will build on what participants learnt during the first workshop in September 2018 on delivering Listening and Speaking lessons in the LPM.
4. Display chart 2.1 (Learning outcomes) and go through it with the participants.

Activity 1: Overview of English Term 2 Listening and Speaking lessons in the SSS1-3 English LPM: 30 minutes

1. Ask participants to recall and share in pairs one Listening and Speaking lesson they taught during the first term. Ask them to discuss what was successful about the lesson. Ask them to share the experience of two named pupils in their class and explain what they could do at the end of the lesson that they couldn't do at the start.
2. Take responses from a few participants, acknowledging such lessons as dialogue, vowel and consonant sounds, stress, and intonation and briefly sharing their successes in pupils' learning. The idea here is to be sure that teachers have some understanding of which lessons they taught under this theme in the previous term. This then prepares the ground for the participants to explore and identify listening and speaking lessons in the 2nd term LPM. It is also intended to help remind them that during a lesson they should know what all their pupils are learning, not just what they have taught.
3. Ask participants to bring out their term 2 LPM ready for a task to be performed in groups.

4. Put all the participants in three different groups ensuring that you mix them by class and school---not all SS1, 2 or 3 teachers or from the same school.
5. Ask each group to look through the table of contents or body of the lessons and identify lessons they consider to be in the Listening and Speaking theme.
6. Please tell them that the table of contents alone might not be helpful in some cases. So, they may need to flip through the lessons to be sure, if they're in doubt.
7. Hand each group flip chart papers to write down their findings and present in plenary, if time permits.
8. Lead participants to discuss any matters arising and give them handout 2. 1 to compare with their own work.
9. Go a further step by asking each group to flip through the learning outcomes of the lessons they identified and bring out the learning skills peoples are expected to master.
10. Take oral responses from groups and display Chart 2.1 (Consolidated Listening and Speaking Skills in Term 2 LPM) and work the participants through it. Explain to them that these are the skills they'd be helping the pupils to develop and improve in term 2. Let them also know that these skills have been summarised from the learning outcomes section of the lessons in the LPM. Give participants this list as Handout 2.2.

Activity 2: Ideas for teaching sounds, stress, and intonation lessons from the LPM SS1-SS3 20 minutes

1. Ask participants to bring out Handout 2.1 and identify from it lessons that relate to sounds, stress, and intonation.
2. Take oral feedback from a few participants and agree that the lessons include: Pure Vowel Sounds—short and long vowels, (lessons 59&60, SS1); Sentence stress(lesson 50, SS2), Intonation—rising and falling pattern (lesson 71-72, SS2; lesson 51, SS3), and Emphatic Stress (lesson 95, SS2); Triphthongs (lesson 58, SS3).
3. Divide the participants into five different groups and assign each group a lesson or group of lessons as follows:
Group 1: Pure Vowel Sounds—short and long vowels, (lessons 59&60, SS1)
Group 2: Sentence stress (lesson 50, SS2)
Group 3: Intonation—rising and falling pattern (lesson 71-72, SS2; lesson 51, SS3)
Group 4: Emphatic Stress (lesson 95, SS2)
Group 5: Triphthongs (lesson 58, SS3)
4. Ask each group to look through the assigned lesson (s) in the LPM, discuss, clarify any areas that they don't understand and agree ideas/tips that can help a teacher to deliver the lesson successfully.
5. You and your co-facilitator should move round to provide support to groups.
6. Allow groups to discuss for 15 minutes and give each group a flip chart to capture agreed ideas/tips.

7. Give each group an opportunity to share and discuss their tips with others.
8. Note that there's no fixed rule about what ideas/tips groups can come up with. The main point of the task is for participants to look closely at the lesson plans, make sure they understand it and discuss helpful ideas for teaching the lessons better. The ideas could come from any part of the plan from learning outcomes, preparation, opening, teaching, and learning, practice and closing, or even from the Pupils' Handbook. It will also help the teachers to realise that a lot of helpful ideas/tips are already in the lesson plans. Reinforce the need to identify the key skill(s) pupils are expected to develop or improve at the end of the lesson (from the learning outcome) and the need to check that the pupils are learning.
9. Attend to any issues arising and move to the next activity.

Activity 3: Practical lesson delivering issues

30 minutes

1. Use this activity to get the participants to look at practical lesson delivery issues as provided in the LPM such as timing, learning outcomes, preparation and checking on pupils' learning.
2. Ask: How can you check that pupils are learning (or have learnt) the requisite skills?
3. Take a few responses and agree that it boils down to involving the pupils in productive activities and constantly checking what pupils are doing, through asking questions to see if they understand, listening to what they are saying and helping them if they don't understand. It is also important to encourage the pupils to ask questions to you and each other. This will

help you decide whether the pupils have achieved the lesson objectives (learning outcomes) or not.

4. Please illustrate with Lesson 59 of SS1 (Pure Vowel Sounds – Long and Short Vowels) and ask the participants: Which parts of the lesson contribute to pupils' learning?

5. Take responses and agree that all the four steps of the lesson contribute to the pupils' learning. So, all the steps offer the teacher the opportunity to check whether the pupils are learning or not.

6. Remind them that teachers need to be conscious of the skills pupils are expected to learn, involve them in activities to learn and practice the skills and keep checking whether the skills are being learnt or not.

6. Take Preparation as another practical lesson delivery issue and remind participants of the need to be adequately prepared for all lessons by implementing whatever the preparation section says to do.

7. Put participants in groups of 4. Refer them to the Preparations sections of the lessons indicated below and ask each group to work together to prepare the lessons. Give each group flipchart sheets and encourage them to read the passages aloud to each other.

	Preparation (Lesson 50, SS2)
1. Write the sentences on the board (see end of lesson).	
2. Write the paragraph on the board and practise reading it aloud, stressing the underlined words (see end of lesson).	
	Preparation (Lesson 72, SS2)
Practise reading the listening passage, 'The Storyteller', aloud with correct stress and intonation (see end of lesson).	
	Preparation (Lesson 50, SS3)
1. Practise reading the poems, 'When I Have Fears that I May Cease to Be' and 'Nothing Gold Can Stay', aloud (see end of lesson).	
2. Write the multiple-choice words on the board (see end of lesson).	

**Preparation (Lesson 58, SS3)**

1. Write the word list for sound identification on the board (see end of lesson).
2. Write the words for written practice on the board (see end of lesson).
8. Take questions from participants and reinforce the need for adequate preparation.

Session summary

10 minutes

1. Do a quick recap by asking every participant to share one key learning or take away from the session or do any other thing you're comfortable with.
2. Go through the learning outcomes again and confirm that every item has been covered.

Chart 2.1 –Learning outcomes

- Identify the various Listening and Speaking lessons and Skills in term 2 SS1-SS3 Lesson Plan Manual (LPM)
- Explore creative ways to teach sounds, stress, and intonation in the LPM.
- Discuss and exchange ideas on how to help pupils to develop and improve listening and speaking skills.

Chart 2.2: Consolidated Listening and Speaking Skills in Term 2 LPM

- i. Answer factual and inferential questions based on passages they listened to.
- ii. Summarise a listening text in their own words.
- iii. Use context clues to infer meaning of new words.
- iv. Answer WH questions to plan a news report.
- v. Present a news report.
- vi. Identify and pronounce short and long vowel sounds in words and sentences.
- vii. Distinguish between long and short vowel sounds.
- viii. Use general vocabulary associated with various fields such as sports
- ix. Speak with fluency and expression to discuss an issue.
- x. Use appropriate tone and intonation in speech
- xi. Identify stress patterns in sentences.

- xii. Pronounce words with their correct stress pattern.
- xiii. Identify speaker's mood, tone, and purpose.
- xiv. Identify rhyme patterns and correctly pronounce different words that rhyme.
- xv. Distinguish between rising and falling pattern in sentences
- xvi. Identify and pronounce triphthongs in words and sentences.
- xvii. Identify and distinguish between alliteration and assonance in a spoken sentence.
- xviii. Correctly pronounce sentences with alliteration and assonance

Handout 2.1 overview of Listening and Speaking Lesson Plans SS1-SS3 Term 2

SS1		SS2		SS3	
Lesson	Topic	Lesson	Topic	Lesson	Topic
57-58	Comprehending a listening passage—News report	49	Comprehending a Listening Passage – Giving Instructions	50	Rhyme
59-60	Pure vowel sounds—long and short vowels	50	Sentence Stress	51	Intonation—Rising and Falling Pattern
78	Listening comprehension- -Drama	71	Intonation—Rising and Falling Pattern	52	Comprehending a Listening Passage – Dialogue
80	Drama	72	Intonation—Rising and Falling Pattern	58	Triphthongs
85	Comprehending a Listening	83	Comprehending a Listening	63	Comprehending a Listening

	Passage – Debate		Passage – Debate		Passage – Debate
				64	Comprehending a Listening Passage – Debate
88	Debate	85-86	Debate	66	Alliterations and Assonance
		95	Emphatic Stress		
		96	Comprehending a Listening Passage – identifying mood, tone, and purpose		

Handout 2.1: Overview of Listening and Speaking Lesson Plans SS1-SS3 Term 2
(same as chart 2.2 above).

Session 3: Delivering Reading Lessons

90 minutes

Session objectives

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

- Identify and familiarise themselves with the various Reading lessons in Term 2 SS1-SS3 LPM
- Make an inventory of key Reading skills that pupils need to develop from the Reading lessons in the LPM
- Discuss and agree techniques for improving the teaching of Reading comprehension

Materials

Chart 3.1: Learning outcomes

Handout 3.1: Term 2 Reading Lessons

Handout 3.2: Inventory of Reading skills in the LPM

Lesson plans for SSS English Language, SSS 1 – 3 (Term 2)

Pupils' Handbook SS1-3 (term 2)

flipcharts, masking tape and markers

Session outline

Introduction	5 minutes
Activity 1: Term 2 SS1-SS2 Reading Lessons	15 minutes
Activity 2: Key Reading skills in Term 2 SS1-SS3 and creative ways to teach them	25 minutes
Activity 3: Techniques for improving the teaching and learning of Reading Comprehension Skills in SSS classes/practice	40 minutes
Summary	5 minutes

Background for facilitators

Given the importance of reading to enable the pupils access the school curriculum and participate in life within and outside the school, teachers need to be able to teach and support children to develop requisite reading skills.

By the time they reach Senior Secondary School, most pupils should be able to read. The job of the teacher in SSS is to support pupils to develop higher level skills. These include reading with fluency, developing new vocabulary, obtaining facts from passages, making inferences, summarising, and distinguishing between main and minor ideas, opinion from facts, topic sentences from supporting sentences. These skills will be used right across the curriculum, not just in English lessons.

This session will guide the participants to explore the reading lessons in the LPM for the second term for SS1-SS3. The purpose will be to explore techniques for delivering better reading lessons to improve pupil's learning. This will, reflect in improved performance in in examinations and real-life performance.

This session has been divided into three activities:

- Identifying the Reading Lessons from the LPM
- Making an inventory of reading skills from the LPM
- Techniques for improving the teaching and learning of Reading Comprehension Skills/practice

Session Introduction5 minutes

- Welcome participants to the session and thank them for returning/arriving on time.
- Explain that the purpose of this session is to enable them as teachers of English to build on what they had done in the first workshop in September 2018 to explore further how to help pupils to further develop and improve their reading skills. These skills will be critical success factors in study, examinations, and real life.
- Display chart 3.1 (Learning outcomes) and go through it with the participants.

Activity 1: Term 2 SS1-3 Reading Lessons in the LPM15 minutes

- Start this activity by asking participants to share some of the reading lessons they taught in any class of their choice during the first term based on the LPM. Ask them to say what was successful and referring to the previous session, ask them how they know that pupils were learning during the lesson.
- Take a few responses and explain that in this activity you will guide them to produce a map of the Reading lessons in the LPM for Term 2.
- Ask each participant to bring out their term 2 LPM ready for a task to be done in groups.
- Put the participants in three groups so group works on each of SS1, SS2 or SS3 LPMs. Please ensure that participants are mixed in terms of class they teach, school and gender.
- As in the previous session, participants are expected to identify lessons that come under the Reading theme in the LPM. They should use both the table of contents and the real lessons as guide.
- Give each group a flip chart to record their work.
- Ask each group to get together with another group and compare their maps. Identified are real reading lessons and not ones that look like them from other thematic areas.
- Give Handout 3.1 to participants and work through it with them to ensure that everybody is happy with the map and take any questions and issues arising.

Activity 2: Inventory of Reading Skills in Term 2 SS1-SS3 25 minutes

- Ask participants: What is a reading skill?
- Take a few responses and agree that a reading skill is any of the many skills and techniques a person can use to obtain information from the printed page or written materials. Reading skills enable pupils to demonstrate understanding of what they read by performing expected tasks such as answering different kinds of questions.
- Further ask participants to mention examples of reading skills that they as teachers have been trying to inculcate in their pupils.
- Take some responses and agree that these might include: reading fluency, vocabulary development, reading for main ideas etc.
- Using the map of Reading lessons handout (Handout 3.1) ask participants to make an inventory of most of the reading skills pupils are expected to master in SSS term 2 working in pairs. Each pair should review assigned Reading lesson (s) and bring out all the target reading skills. Related lessons such as 51-52 of SS1 can be taken together. Ask them to use learning outcomes and lesson topics as the main clues for identifying the target skills in each lesson.
- Hand each pair a flip chart paper to write down their findings, while you and your co-facilitator move round to support the pairs, check that they understand the task.
- Ask pairs to display their flip chart papers together in a corner of the room.
- Conduct a plenary discussions, making corrections and clarifications where necessary.
- Share Handout 3.2 with participants and ask them to compare the work they had done with it.
- To drive the point home, probe participants' understanding of the term "fluency" as a reading skill every pupil needs to acquire and allow a few participants to make contributions.
- Explain that fluency is the ability to read a text accurately, quickly and with expression and understanding.

- Tell the participants they will explore this more in the next activity and close the activity.

Activity 3: Techniques for improving the teaching and learning of Reading Comprehension Skills in SSS classes/practice

- Ask the participants to bring out their LPM for SS1, term 2 and open to Lesson 51 and tell them that we're going to practice with that lesson.
- Ask participants to identify the topic of the lesson, learning outcomes and preparations for the lesson.
- Take responses and lead participants to discuss how the topic of the lesson relates to the learning outcomes and preparations for the lesson.
- Ask participants to discuss in pairs what preparations they need to make before presenting the lesson to their pupils.
- Take feedback from a couple of participants, writing down on flip chart paper some of the points mentioned, which might include:
 - a. Read the lesson plan taking note of the learning outcomes, different steps of the lesson and their timing, what preparations to make
 - b. Read the corresponding lesson in the Pupils' Handbook taking note of activities in the handbook
 - c. Prepare for the lesson by carrying out the three activities listed under preparation ahead of the class
 - d. Look for other resources you might need outside the LPM
 - e. Consult with HoD and/or other colleagues, if you need help.
- Then follow up with: What should pupils be doing to demonstrate that they have achieved 'reading a text with fluency' as a learning outcome in the lesson?
- Give participants a minute to think about it and discuss in pairs what their pupils could do to demonstrate they have achieved the 'read a text with fluency' objective.

- Take feedback from pairs and reinforce the point that to be fluent readers, pupils will have to:
 - a. Read the text with accuracy—recognizing and pronouncing words correctly, not stuttering, missing words, or getting confused
 - b. Read the text with some level of automaticity—read as if certain words and phrases had been memorised
 - c. Read the text with the right pitch, stress, and timing—read with expression, observing punctuation marks, stressing the right syllables/words, etc.
 - d. Read the text quickly, not slowly
 - e. Read groups or chunks of words, not word by word
 - f. Focus more on meaning than on decoding the text word by word
 - g. Answer factual or inferential questions on the text.
- Ask: What activities should the teacher and pupils engage in to help the pupils achieve the ‘read a text with fluency’ learning outcome?
- Give participants 2 minutes to flip through Lesson 51 of SS1 LPM and make contributions.
- Accept participants’ contributions and share the following as tips:
 - a. Teacher reads the text aloud to pupils to provide a model of fluent reading -- accurately, quickly and with expression—as many times as necessary
 - b. Teacher asks the pupils to read and re-read paragraphs or the whole text aloud to each other (paired reading)
 - c. Teacher assigns paragraphs to pupils and asks them to read aloud to the whole class—oral reading
 - d. Pupils do timed reading individually and silently –practice fast reading—timed by teacher or fellow pupil
 - e. Pupils could also time each other to read passages within the right time
 - f. Teacher encourages pupils to keep practicing even outside the classroom
 - g. Teacher teaches new and difficult words in the text ahead of the reading

- h. Pupils answer simple factual questions on the text (in writing or orally) to check understanding
- i. Teacher checks and marks pupils work

Session summary

5 minutes

- Ask a few participants to say one new thing they have learnt from the session.
- Go through the learning outcomes again and confirm that every item has been covered.

Materials for the Session

Chart 4.1: Session Outcomes (see

Session objectives

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

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

- Identify and familiarise themselves with the various Reading lessons in Term 2 SS1-SS3 LPM
- Make an inventory of key Reading skills that pupils need to develop from the Reading lessons in the LPM
- Discuss and agree techniques for improving the teaching of Reading comprehension

Handout 3.1—Map of Reading Lessons in Term 2 LPM

SS1		SS2		SS3	
Lesson	Topic	Lesson	Topic	Lesson	Topic
51-52	Reading Comprehension— Narrative	53	Figurative Language: Simile,	53	Vocabulary Development: Human Internal

			Metaphor, Personification		Body System and Function
63-64	Reading Skills development— WH questions	55	Reading Comprehension— Poetry	59	Vocabulary development— Advertising
73-74	Reading Skills development— Context clues (Fable)	59	Vocabulary Development: Science and Technology	75	Figurative Language: Irony
77	Reading Comprehension-- Drama	65	Figurative Language: Irony	58	Triphthongs
83	Vocabulary Development: Sports	673	Reading skills development— Identifying theme (fable)	63	Comprehending a Listening Passage – Debate
89-90	Reading Skills development: Reasoning	73	Idioms and phrasal verbs	64	Comprehending a Listening Passage – Debate
93	Vocabulary development: Idioms	79-80	Reading skills development: Identifying tone	66	Alliterations and Assonance
95	Vocabulary development: Idioms	87	Reading Comprehension –	77	Reading Comprehension

			Academic Text (science)		– Academic Text (science)
		88	Reading Comprehension – News Article (economic development)	78	Reading Comprehension – Academic Text (History)
		89	Vocabulary development	81	Reading Skills development— identifying topic sentences
		93-94	Reading comprehension – Literature	82	Reading Skills development— identifying main idea
				83	Figurative language-- Hyperbole
				89	Reading skills development— factual and inferential questions
				90	Reading— Article for publication

				93	Reading skills – giving titles to untitled texts
				95	Poetry

Handout 3.2 Inventory of Reading Skills in Term 2 SS1-3 (consolidated to avoid overlaps)

1. Read a text with fluency.
2. Summarise a text in their own words.
3. Infer meaning from texts
4. Use general vocabulary associated with various fields.
5. Use context clues and inference to determine the meaning of new or unknown words, idioms, and figures of speech in a text
6. Use WH questions to develop reading comprehension skills.
7. Use WH questions to read a text quickly and purposefully.
8. Make assumptions and predictions about texts.
9. Demonstrate understanding of inductive and deductive reasoning.
10. Identify themes in given texts.
11. Identify different ways a writer can use tone in a text.
12. Identify the tone of an unknown text.
13. Develop titles for untitled texts.
14. Answer factual and inferential questions on a text.
15. Identify the main ideas and topic sentences in given texts

Session 4: Delivering Writing Lessons

90 minutes

Session objectives

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

- Familiarise themselves with lessons on Writing from the LPM for term 2
- Share and discuss ideas/tips for teaching lessons on Writing more effectively
- Practise teaching aspects of lessons on Writing

Materials

Chart 4.1: Session objectives

Chart 4.2: Useful Tips for teaching lessons on Writing more effectively

Handouts 4.1: Map of lessons on Writing lessons and writing skills

Handout 4.2: Useful Tips for Teaching Writing Lessons more effectively

SS1-3 English Lesson Plans for Term 2

Copies of Pupils' English Handbook, SS1-3 Term

Post it notes, flipcharts, masking tape and markers

Activity outline

Introduction

5 minutes

Activity 1 Exploring Term 2 lessons on Writing and writing skills from the LPM

15 minutes

Activity 2 Ideas/Tips for teaching lessons on writing

25 minutes

Activity 3: Practice aspects of teaching lessons on writing

40 minutes

Summary

5 minutes

Background for facilitators

As we observed during the first phase of this TPD workshop series, the importance of clear and concise writing in school work and in real life cannot be over-emphasized. The demands of everyday life include writing memos, personal and business letters, reports, electronic mails, and minutes of meetings. To do any of these very well, the individual needs effective writing skills. These skills are not only learned, they are also carefully and painstakingly cultivated through the teaching and learning process.

This session will guide the participants to dissect the Writing component of the LPM for term 2 as a way of equipping teachers with practical skills to teach writing effectively. Each participant needs to be supported to familiarize himself/herself with the Writing lessons in the LPM and the target skills pupils are expected to develop and consolidate during the second term.

Session Introduction5 minutes

1. Welcome participants to the session and thank them for coming on time for the day's business.

2. You may wish to begin by asking them to say what new thing they learnt during the first day of the workshop and accept any responses as there are no wrong or right answers.
3. Inform them that in this session they will together explore better ways of delivering improved Writing lessons to optimize pupils' learning.
3. Display Chart 4.1 (Session objectives) and go through it with the participants.

Activity 1: Exploring Term 2 lessons on Writing and writing Skills from the LPM

15 minutes

1. Start by asking the participants why SSS pupils need to develop and improve their writing skills.
2. Take some oral feedback across the tables and agree that pupils need improved writing skills to do their school work, perform writing-related activities in real life, pass examinations much of which is based on ability to write well and perhaps become professional writers later in life.
3. Now ask participants to discuss in pairs what they did during the previous term to help their pupils develop and improve their writing skills.
4. Take feedback from a few pairs looking out for both direct teaching and non-classroom teaching activities including delivering various writing lessons, giving and marking writing assignments, organising writing clubs and competitions as well as encouraging pupils to read widely given the relationship between reading and writing. The idea here is to get teachers to realise that helping pupils improve their writing skills goes beyond just delivering lessons in the classroom.

5. Now tell the participants that you will now lead them to explore the Writing lessons they're expected to teach in Term 2 as well as the Writing skills their pupils are expected to develop and consolidate from the LPM.
6. Divide participants into three groups, whereby each group engages with SS1, SS2 or SS3 lesson plans.
7. Ask them to bring out their Term 2 LPM and work with others in their group to identify Writing lessons and the skills children are expected to master. Let them know that they need to concentrate on lesson topics and learning outcomes for this task. Encourage them to also look through the Pupils' Handbook too.
8. Give each group flip chart papers to record their work in two columns (1) Lesson topic, and (2) Skill (s) to be mastered.
9. Have groups display and discuss their findings while you make correction as necessary.
10. Share Handout 4.2 with participants and talk them through it to ensure greater understanding of Writing lessons and anticipated skills children should master.
11. Take any questions or matters arising and move to the next activity.

Activity 2: Ideas/Tips for teaching lessons on Writing 25 minutes

1. Tell participants that having identified the importance of helping pupils to develop critical writing skills in the last activity, they will now share ideas on how they can teach better Writing lessons when they return to their schools.
2. Give them 5 minutes to skim the Reading lesson plans, note the points on their note pads and be ready to share.
3. Make it an open class discussion but ensure that everybody has a chance to contribute an idea/tip. Ideas could come from the lesson plan or from other sources.

4. Have your co-facilitator write down the ideas/tips on chart paper and lead the participants to discuss the ideas/tips making sure that everybody agrees with the ideas proposed.
5. Display Chart 4.2 (useful tips for teaching writing lessons more effectively) and lead the participants to discuss the ideas/tips.
6. Give the chart to participant as Handout 4.2 for ease of reference.
7. Take any questions participants might have and close the activity.

Activity 3: Teaching aspects of lessons on Writing/ practice 40 minutes

1. Tell the participants that this activity will offer them opportunities to practice presenting aspects of a Writing lesson plan.
2. Refer everybody to Lesson 74 (SS3) Term 2 (Persuasive writing) and ask them to individually skim the lesson in 5 minutes noting learning outcomes, preparations for the lesson and the various steps of the lesson and the number of minutes allocated to each of the activities.
3. To check understanding, ask: what are the target writing skills for this lesson and where can you find them?
4. Take feedback from 2 or 3 participants and agree that the target skills to be found in the learning outcomes are:
 - Identify the features of a persuasive essay.
 - Use an outline to draft a 5-paragraph persuasive essay.
 - Draft an essay relevant to the topic with well-organised ideas
 - Use appropriate vocabulary and grammar when writing.
5. Also review the time allocated to the major steps of the lesson with participants:

Teaching and Learning (12 minutes), Practice (22 minutes).

6. Check to be sure everybody understands the Preparation section of the lesson by asking what preparation the teacher should make ahead of the lesson and agree that it is:

Write the blank outline on the board (see end of lesson).

7. Model delivering the Practice section of lesson 74 of SS3 to achieve the objective, “Use an outline to draft a 5-paragraph persuasive essay” within the allocated time of 22 minutes.

Practice (22 minutes)

Draw pupils’ attention to the steps for writing a persuasive essay on the board (see end of lesson) and revise them as a class.

Instruct pupils to use their outline to help them write their persuasive essay.

Move around the classroom to make sure pupils understand and are doing the activity correctly.

Have pupils exchange their exercise books with seatmates to check for spelling and grammar. Remind them to check whether the writer has included all the information from the outline.

Move around the class to check pupils’ work.

8. Have all the participants practise drafting the persuasive essay (as if they were the pupils) for the 22 minutes less any teacher activity in that section, while you carry out all the relevant activities recommended for the teacher as per box above. Remind them that the longer the time the pupils are given to write out of the 22 minutes, the better). The idea is to show teachers how actual writing practice can be done during this section of the lesson.

9. Draw the attention of the teachers to what they need to do to check that all the pupils had learnt as indicated in the Practice box above.

9. Respond to any questions participants might have and close the activity.

Session summary5 minutes

1. Go through the learning outcomes again and confirm that every item has been covered.
2. Tell participants that those who have not had a chance to practise will have their turns in the next session on delivering grammar lessons.

Chart 4.1 – Session objectives

- Familiarise themselves with Writing lessons and skills from the LPM for term 2
- Share and discuss ideas/tips for teaching more effective Writing lessons
- Practice aspects of Writing lessons

Chart 4.2/Handout 4.2: Useful Tips for Teaching Writing Lessons more effectively

- Check the topic of the lesson—what exactly are you going to teach?
- What is/are the objective (s) of the lesson/learning outcomes—what writing skills are pupils expected to acquire or improve?
- If there are so many learning outcomes, focus on the core one or two.
- Check the activities and timing of the lesson?
- Are you prepared for the lesson? (Read the lesson in the LPM and the corresponding lesson in the Pupils' Handbook ahead of time, gather any materials you need before the lesson)
- What writing activities are the children engaged in? (sentences, paragraphs, outlines, drafts, essays, etc)
- Ensure pupils do not waste precious time copying from the chalkboard. (Copying is obviously not an SSS writing skill).

- Ensure they do more productive things such as creating titles, writing outlines, drafting, reviewing, revising, writing, re-writing sentences, paragraphs, parts or whole essays, letters, poems, etc. based on the learning outcome (s).
- Why write on the chalkboard what is already in the Pupils' handbook?
- Ensure you mark or check any writing assignment you give to pupils?
- Give and mark writing tasks regularly.
- Get help from the HoD or other teachers if you're not comfortable with teaching any writing lesson/topic.
- Keep reading and encourage your pupils to read also as reading and writing reinforce each other.
- Encourage pupils to engage in writing activities outside the lesson—writing clubs, essay competitions and contributing articles, poems to school magazines, local newspapers etc.
- Read good essays by pupils in class—that could motivate both the writer and other pupils
- Create opportunities for pupils to publish their work in the school magazine, local publications, school bulletin boards and lots more.

Handout 4.1: Writing lessons and skills from the SS1-3 Term 2 LPM

SS1	Lessons	Skills
55-56	Narrative text	<ul style="list-style-type: none"> • Use an outline to draft a text. • Draft a text relevant to the topic with well-organized ideas • Write a text relevant to the topic, with well-organized ideas. • Use appropriate and relevant vocabulary when writing on a topic. • Write a text with correct grammar and spelling.
62	Vocabulary development— Animal husbandry	Write a text on the topic using appropriate vocabulary
67-68	Descriptive text	<ul style="list-style-type: none"> • Use an outline to draft a descriptive text. • Draft a text relevant to the topic with well-organized ideas
71	Paragraphs –topic sentences and supporting sentences	Write topic sentence and supporting sentences on a given topic
79	Drama	<ul style="list-style-type: none"> • Write a drama relevant to the topic with well-organized ideas. • Use appropriate and relevant vocabulary when writing on a topic. • Use correct formatting when writing a drama.
86-87	Debate	<ul style="list-style-type: none"> • Use an outline to plan an argument for debate.

		<ul style="list-style-type: none"> • Draft a text relevant to the topic with well-organised ideas.
94 & 96	Vocabulary development: Idioms	Write a text using appropriate vocabulary and idioms
SS2		
54	Figurative Language: Simile, Metaphor, Personification	Write a text using appropriate figurative language.
60	Vocabulary Development: Science and Technology	Complete a text using appropriate vocabulary
66	Figurative Language – Irony	Write a text using appropriate vocabulary and irony
68	Paragraphs – Topic Sentence and Supporting Sentences	Write a topic sentence and supporting sentences on a given topic.
69-70	Speech	<ul style="list-style-type: none"> • Use an outline to plan a speech. • Draft a speech relevant to the topic with well-organized ideas. • Write a speech with correct grammar and spelling.
74	Idioms and Phrasal Verbs	Write a text using appropriate idioms and phrasal verbs.
81-82	Article for Publication in a Newspaper or Magazine	Draft a text relevant to the topic with well-organized ideas.
84	Debate	<ul style="list-style-type: none"> • Write a text relevant to the topic with well-organized ideas. • Use appropriate and relevant vocabulary when writing on a topic. • Write a text with correct grammar and spelling.
90	Vocabulary Development: Culture and Institutions	Write a text using appropriate vocabulary

91-92	Descriptive Writing (culture, institutions and ceremonies)	<ul style="list-style-type: none"> • Use an outline to plan a text. • Draft a text relevant to the topic with well-organized ideas. • Use appropriate vocabulary and grammar when writing
SS3		
54	Vocabulary Development: Human Internal Body System and Function	Complete a text using appropriate vocabulary
60	Vocabulary Development: Advertising	Complete a text using appropriate vocabulary
65	Debate	Use an outline to plan an argument for debate.
67-68	Narrative Essay	<p>Identify the features of a narrative essay.</p> <p>Use an outline to draft a 5-paragraph narrative essay</p>
73-74	Persuasive Essay writing	<ul style="list-style-type: none"> • Identify the features of a persuasive essay. • Use an outline to draft a 5-paragraph persuasive essay.
76	Figurative Language – Irony	Write a text using appropriate vocabulary and irony.
84	Figurative language -Hyperbole	Write a text using appropriate vocabulary and hyperboles
91	Articles for publication in a school magazine	<ul style="list-style-type: none"> • Use an outline to plan a text. • Write a text relevant to the topic with well-organized ideas. • Use appropriate and relevant vocabulary when writing on a topic. • Write a text with correct grammar and spelling.

92	Articles for publication in a newspaper	As above
96	Formal letter	<ul style="list-style-type: none">• Identify the features of a formal letter.• Identify different types of formal letters.• Use an outline to draft a formal letter.• Write a letter demonstrating correct usage of the features of a formal letter.

Session 5: Delivering Grammar Lessons

90 minutes

Session Objectives

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

- Familiarise themselves with the Grammar lessons in Term 2 of SS1-3 LPM.
- Practice review of the Verb Tense
- Identify the importance of careful preparation of lessons and different techniques for checking understanding/learning

Materials

Chart 5.1 Learning outcomes

Handout 5.1 Inventory of Term SS1-3 Grammar Lesson topics

Lesson plans for SSS English Language, SSS 1 – 3, (term 2)

Copies of the Pupils handbook, SS1-3 term 2

Flipcharts, masking tape and markers

Session outline

Introduction	5 minutes
Activity 1: Overview of Grammar lessons in Term 2 SS1-3.	20 minutes
Activity 2: Overview of Review of the Verb Tense and Practice	25 minutes
Activity 3: Identifying grammatical names and functions/practice	35 minutes
Summary	5 minutes

Background for facilitators

Grammar is like the oil with which the engine of the language skills handled in the previous sessions run. Imagine what listening, speaking, reading, and writing anybody can do without grammar. Given that scenario, it is important that pupils are helped to acquire and develop the requisite knowledge and competencies in grammar that they need to communicate effectively. For this to happen, teachers themselves need to be familiar and comfortable with the various grammatical structures and how to teach them. This can be done through constant practice, making conscious efforts to read good books, discussing with colleagues, and listening to good speakers of English.

In this session, you will lead participants to identify some of the grammar topics in the LPM for term 2. The overall aim is to increase the confidence and competence of teachers in teaching grammar lessons.

The activities are as outlined below:

- Overview of Grammar lessons in Term 2 SS1-3
- Overview of Review of the Verb Tense and Practice
- Identify the importance of careful preparation of lessons and different techniques for checking understanding/learning

Session Introduction

5 minutes

- Welcome participants to the session and thank them for active participation in the previous lesson.
- Explain that the purpose of this session is to enable them as teachers of English to explore the grammar component of the LPM for the second term and identify the grammar skills their pupils are expected to develop and build on.
- Display chart 5.1 (Learning outcomes) and go through it with the participants.

Activity 1: Overview of Grammar lessons in Term 2 SS1-3 20 minutes

1. Start by asking the question: Why is grammar important to your pupils?
2. Take a few responses and agree that knowledge of grammar will help pupils to listen, speak, read, and write well whether at school, in the community or in the work place. They also need good knowledge of grammar to pass well in all categories of examinations that they must write from time to time.
3. Also ask: Is grammar a problem to pupils in Sierra Leone SS schools?
4. Take a few responses and remind them that poor knowledge of grammar has been identified by WAEC chief examiners as one of the reasons for poor performance by candidates in essay writing and other aspects of the English language paper of WASCE in SL.
5. You may wish to lead a short discussion on why teachers think this is so and what they can do to improve the situation. (try not to get side-tracked into other areas, but focus on the small steps teachers can take in their schools and classrooms)
6. Now ask them to bring out their Term 2 LPMs SS1-3 and in pairs identify some of the Grammar lessons and target grammar skills pupils are expected to develop.
7. Take feedback from pairs, discuss, and agree some of the grammar topics in the LPM and the corresponding skills. Examples could be listed on flip chart paper as they're mentioned by the participants.
8. Give out Handout 5.1 (Inventory of SS1-3 Term 2 Grammar lessons) to the participants and ask them to go through it and raise any questions they might have.

Activity 2: Review of the Verb tense and Practice 25 minutes

1. Ask the participants: What is the relationship between verb and tense?
2. Take oral feedback from some participants and agree that tense indicates the action of the verb, whether past, present, or future.
3. Tell participants to discuss in pairs how they can classify tenses?
4. Take feedback from a few pairs and explain that there are three types of tense, present, past, and future, each of which has four aspects or forms.

5. Put the participants in 5 groups and ask each group to discuss and agree the tenses as per time and aspects following the grid below. You and your co-facilitator should move round to ensure all the groups understand what to do. The first group to finish should shout BINGO! Assign each group one of these regular and irregular verbs: danced, drink, hit, hide, help. Give each group flip chart paper to write and display their work.

Time	Aspect of tense with example sentences.				
	Simple	Continuous	Perfect	Perfect Continuous	
Present					
Past					
Future					

6. Give them Handout 5.2 to compare their work with.
7. Refer participants to lesson 50, SS1 term 2 (Future Continuous Tense) and have them do a quick review of the plan, and answer the following questions:
- What grammar skills are the pupils expected to learn?

Demonstrate understanding of when and how to use the future continuous tense.
Identify the future continuous tense in sentences.
Use the future continuous correctly in speech and in writing.
Use the future continuous to ask and answer questions

- . Where in the plan are the skills to be learnt stated? (in the learning outcomes)
- What preparation is the teacher expected to make?

Write the table on the board (see end of lesson).
Write Exercise 1 on the board (see end of lesson).
Write Exercise 2 on the board (see end of lesson).

- How can you check that the pupils are learning the expected skills? (Look at Practice, Closing, and Activities in the Pupils' Handbook.

- Ask the participants to match learning outcomes with the activities to be performed by pupils.
 - Take responses and lead them to identify how each of the learning outcomes is assessed in the lesson—*are pupils learning the target skill?*
-
- Activity 3: Practice (Identifying the importance of careful preparation of lessons and different techniques for checking understanding/learning) 35 minutes
 1. Tell participants that the facilitator will be looking for good preparation and different ways of checking learning.
 2. Refer participants to Lesson 72 of SS 3 LPM and give them 3-5 minutes to skim the lesson and prepare for group work. .
 3. Put them into groups of 4 and ask them to work together to prepare a section of the lesson —Opening, Teaching and Learning, and Closing. Give them 15/20 minutes and explain that during this preparation time they should use the time to discuss anything tricky and clarify any understanding and prepare any resources.
 4. Put two groups together and ask them to deliver the section of the lesson to each other, making sure that they check learning, while you and your co-facilitator move around each group and support.
 5. At the end take 5 minutes feedback on it asking how the groups prepared and what difference it made to the lesson. (one point that should come across is about working in a group to prepare – is there any scope to do that in school either with English teachers in the school or one in a school nearby. Also ask what methods the ‘teacher’ used to check learning
 6. Lead participants to discuss any matters arising and answer any questions they might have.

Session summary

5 minutes

- Review the session by going through the learning outcomes again and confirm that every item has been covered.
- Thank the participants for actively taking part in the session and activities.

Materials

Chart 5.1 –Learning outcomes

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

- Familiarise themselves with the Grammar lessons in Term 2 of SS1-3 LPM.
- Practise review of the Verb Tense
- Identify the importance of careful preparation of lessons and different techniques for checking understanding/learning

Handout 5.1: Inventory of Term SS1-3 Grammar Lesson topics

Lesson	SS1	Lesson	SS2	Lesson	SS3
49	Verb Tense Review	51	Types of Phrases		
50	Future Continuous Tense	52	Phrases—Noun Phrases and Adjectival Phrases	55	Modal Verbs (will, would, may, might, can, could)
53	Classification of Nouns	56	Phrases—Verb Phrases and Adverbial Phrases	56	Modal Verbs (shall, should, ought, must)
54	Classification of Nouns—Concrete, Abstract	57-58	Vocabulary Development	61	Adjectival Phrases
65	Classification of Nouns—Collective, Countable, Uncountable	61	Determiners (definite and indefinite)	62-63	Adverbial Phrases
66	Classification of Nouns: Compound Nouns	62	Determiners versus Adjectives	70	Coordinating Conjunction
69	Pronouns	63-64	Conditional Tense	71	Correlative Conjunction
70	Types of Pronouns –Subject, Object Pronouns	75	Direct Speech	72	Grammar Skills Development—Identifying

					Grammatical names and Functions
72	Vocabulary Development: Suffixes	76	Indirect Speech	79	Apostrophe – Contractions
75	Types of Pronouns— Possessive, Demonstrative	77-78	Concord— Subject-Verb Agreement	80	Apostrophes with Contractions and Plurals
76	Types of Pronouns— Relative, Reflexive			85	Present Perfect Continuous Tense
81	Types of Pronouns— Reciprocal, Emphatic, Interrogative			86	Past Perfect Continuous
82	Types of Pronouns— Indefinite and Pronouns with Problems				
91	Adjectives				
92	Simple Past— Irregular Verbs				

Handout 5:2: Tense Table

Time of tense	Aspect of tense with example sentences.			
	Simple	Continuous	Perfect	Perfect Continuous
Present	I eat everyday	I am eating	I have eaten	I will have been eating
Past	I ate yesterday	I was eating	I had eaten	I had been eating
Future	I will eat tomorrow	I will be eating	I will have eaten	I would have been eating

Session 6: Taking our learning back to school (planning and preparation for lessons)**90 minutes****Learning outcomes**

By the end of the session participants, in order to be effectively familiar with the lesson plans, will be able to:

- describe requirements to deliver any competent lessons and plan their implementation.
- explain the importance of linking all teaching activities to the lesson objectives, and strict adherence to the timings of the LPM steps.
- explain strategies they will use upon return to schools to assess learning.
- describe what resources are within their reach in the school and community to enrich their lessons.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	Familiarising yourselves with LPMs	Activity 1
Chart 6.2	Sharing learning with teachers	Activity 3
Chart 6.3	Planning the teachers' meeting	Activity 3
Handout 6.1	Two stars and a wish form	Activity 2
Resource	Standards and criteria for an effective school	

Activity outline

Introduction	5 minutes
Activity 1: Preparing for competent lesson delivery	40 minutes
Activity 2: Is the learning goal clear?	20 minutes
Activity 3: Evidence of learning	20 minutes
Activity 4: From whence does my help cometh?	20 minutes
Summary	5 minutes

Background for facilitators

Read and discuss these notes with your co-facilitator before the session

This is the final session of the Term 2 workshop. It is crucial that by the end of the session teachers are ready to return to their schools clear on the next steps, what they will be expected to **do**, and what support they can access in their schools and communities.

In this session you need to help teachers **not just** to do things themselves but to seek for support anytime they require one and establish routines for planning together and carrying out among themselves for improvement. There is only one workshop remaining after this one and so you need to start thinking now about how you, colleagues, HoDs, principal and SSO will continue to focus on improved learning outcomes and steps to take to ensure all learners are learning. The last workshop will focus a lot more on pedagogy, which is a tool to ensure teachers are connected to their pupils

Introduction**5 minutes**

1. Welcome participants to the last workshop of SSS Term 2. Remind participants that this session is for both Language Arts and Mathematics groups, just like Session 1
2. Show **Chart 6.1 Learning outcomes** and read through them.
3. Explain that this is a very full session and there is a lot for them to prepare for, back in school. Ask participants '**What have you learnt so far in training that will make you a more competent teacher (using the lesson plans effectively)?**' Get feedback and make sure you highlight these four main areas:
 - a. requirements for competent lesson delivery,
 - b. tying all teaching and learning activities to instructional objectives
 - c. using available resources in school to help
 - d. checking understanding assessing learning.
4. Explain that this last session will prepare teachers to go back to school and use their learning in these key areas.
5. Tell participants that these areas have been mentioned in the previous sessions, but this session is to tie them all together in summary.

Activity 1 Preparing for competent lesson delivery**15 minutes**

1. Display **Chart 6.2** 'Familiarising yourselves with the LPMs'
2. Ask participants to go through **Chart 6.2** and make a list of three items that are relevant to the title of this activity. (Identifying preparations required; demonstrating proficiency in the content and practicing lesson delivery)
3. Tell them that others could have a link to this title but these three are the closest.
4. Give groups 2 minutes to discuss assigned item (Preparations; Content and Practice), define what it means, what it aims at achieving and cite examples. Two groups may have same item.
5. Similar groups (groups with same item) write responses on a chart paper.

6. Responses could include the following:

Preparation is essential because it ensures that teachers can teach the lesson well. These are the main steps necessary for good preparation:

- a. Read the lesson plan and make sure they understand the steps of the lesson and the concepts they need to know.
- b. Get all the necessary materials they need to help them deliver competent lessons in terms of instructional materials, games in instructions, grouping especially in the case of large classes, plan for use of space, assessment rubrics, consideration for differences in learners, LPM etc.
- c. Write any passages/exercises on the board in advance where possible so that they can spend the whole lesson teaching.
- d. Think about how they will know the pupils are learning – identify any questions they want to ask and what are they looking for in written and oral work
- e. Identify the pupil they know will struggle to understand - how can they help them during the lesson?
- f. Think about how they can get pupils to check their work – could they ask them to swap books and check each others
- g. Master the content by looking for difficult subject topics or activities and familiarising yourself with them. Ask others to help you.
- h. Practice the lesson in advance

7. Give **Handout 6.1** to participants to go through. Briefly respond to their questions and concerns.

Activity 2 Is the learning goal clear?**40 minutes**

1. Ask participants the importance of stating the instructional objectives and sharing them with the learners. *(it helps both teacher and students to remain focused on destination, helps to self-assess)*
2. Ask why the learning goals must be clearly stated / SMART. *(It helps in connecting with all teaching and learning activities and ensuring they are relevant).*
3. Ask participants to refer to Chart 6.2 and pick 3 items that are related to the title. *(following steps of the plans; observing lesson timing and linking teaching activities to objectives)*
4. Get participants to discuss the items in pairs and take brief feedback on what they mean. *(The LPMs have 4 steps Opening, Teaching and Learning, Practice and Closing; Each step has duration which should just be right for delivery and linking objectives and teaching-learning activities together prevents a detour)*
5. Assign lesson 60 to all to go through for 15 minutes in groups of four.
6. Request for 4 volunteers to teach Introduction and part of Teaching and Learning (2 for each subject)
7. Divide the participants quickly into 3 sections and assign groups the task of:
 1. checking the pace of the lesson,
 2. checking that steps are followed and
 3. checking that all activities are linked to the objectives
8. Invite the volunteers to teach while the rest of the group observes.
9. Take whole group feedback and stress the importance staying right on track as we deliver our lesson. Teachers must ensure that ample time is spent on the steps as stated and we must avoid adding contents that are not relevant to the objectives
10. To know if a teacher has delivered a competent lesson, he or she could self-assess by revisiting the learning outcomes and checking to see if they were achieved.

Activity 3**Evidence of learning****15 minutes**

1. Tell participants that the next 2 items of what teachers need to do to implement the lesson plans are focusing on learning. How do we know that learning is happening? Are there any links among the LOs, LPM, PH and learning?
2. Participants identify on Chart 6.2 and call out the 2 items that are related to the activity title. (**checking that learning is happening, and linking pupils' handbook to LPM**)
3. Get participants to explore ways we could ascertain that learning is happening. Let them make a list of different ways to ensure all learners are learning and what teachers should be doing to ensure this is happening.
4. Present this in form of a table on chart paper and display on the wall.
5. Give A4 containing some activities to groups and ask them to discuss whether they show students are learning or not. (teacher writes notes on the blackboard; copying notes from the blackboard; writing or answering in own words; discussing in pairs or groups; asking teacher relevant questions; responding to open-ended questions; writing questions before answering; disagreeing with teachers or mates; classwork practice exercises; homework practice exercises; tests and check-ups; projects; teacher performing experiments for pupils to see; teacher reading stories for students to listen to)
6. Stick up A4 containing headings Learning, Not learning, Unsure
7. Ask groups to read out their A4 contents in turns and get participants to move to the relevant heading.
8. Ask them why they are where they are and have a brief discussion around their choice.
9. Let participants go back to their charts and make adjustments to ways to ensure learning is happening and state that teachers must ensure children engage more in activities that would ensure they are learning.
10. Using the pupils' handbooks could reduce the amount of time spent on activities that do not aid learning. For example, writing a long story on the board during a lesson would eat deep into the pupils' learning time.
11. Ask teachers what they could do to prevent this. (*write story on the board during free periods or write on chart paper during preparations or get pupils to read from their PH*)

Activity 4: From whence does my help cometh? 15 minutes

1. Ask participants what they could do to get external support to become more confident in LPM implementation.
2. Participants call out the items on Chart 6.2 which describe what teachers need to do to implement the lesson plans in relations to the activity title. (**working with others, and observing each other**)
3. Allow participants 3 minutes to discuss in groups what the points mean, and describe what practical activities are involved.
4. Participants write their responses on flip chart paper and market place them for 'travellers'
5. Likely responses
 1. **Working with others (colleagues, HoDs and SSOs):** This entails running difficult topics by anyone who could assist even if they are junior to us.
 2. **Observing each other:** This activity is very useful especially if positive relationships exist among teachers. They could arrange for how to observe one another with feedback for improvement. Teachers could ask if they could observe teachers that are doing well in terms of good classroom practice, and invite competent teachers to step in to observe them with the aim of improving on their content knowledge and pedagogical skills
 3. Get 2 groups to role play each of the 2 areas. Lessons should be picked from TGM3-T2 or TGL3-T2
 4. Other groups take notes for feedback
 5. Conclude by stressing the importance of seeking for help when the needs arise. Keeping our weaknesses to ourselves would get it out in the open when we get to the class. Sharing and asking for help is the way to go.

Session summary**5 minutes**

Take participants through the learning outcomes again

Materials**Chart 6.1 Learning outcomes****Introduction****Chart 6.2 Familiarising yourselves with the LPMs**

- following steps of the plans
- observing lesson timing
- linking teaching activities to objectives
- identifying preparations required
- demonstrating mastery of the content
- practicing
- working with others
- observing each other
- checking that learning is happening
- linking pupils' handbook to LPM

Handout 6.1: Requirements for competent lesson delivery

Preparation is essential because it ensures that teachers can teach the lesson well. These are the main steps necessary for good preparation:

- a. Read the lesson plan and make sure they understand the steps of the lesson and the concepts they need to know.
- b. Get all the necessary materials they need to help them deliver competent lessons in terms of instructional materials, games in instructions, grouping especially in the case of large classes, plan for use of space, assessment rubrics, consideration for differences in learners, LPM etc.
- c. Write any passages/exercises on the board in advance where possible so that they can spend the whole lesson teaching.
- d. Think about how they will know the pupils are learning – identify any questions they want to ask and what are they looking for in written and oral work

- e. Identify the pupil they know will struggle to understand - how can they help them during the lesson?
- f. Think about how they can get pupils to check their work – could they ask them to swap books and check each others

Content mastery is achieved when teachers understand the lesson content in advance. We can't be expected to know everything first time so we have to take time to master the content before we teach it. This includes identifying difficult subject topics or unfamiliar activities and taking action to understand them. Some of the actions are self-study, asking HoD, working with colleagues, talking to SSO, online research, listening to students / asking for their strategies etc

Practice gives teachers the confidence to deliver lessons. Teacher picks one of the most difficult lessons to be taught weekly and demonstrates how to deliver to colleagues, HoDs, SSOs, wife, husband, in front of a mirror, recording and playing back audio or video etc).

Feedback – Teacher Professional Development

District:

Subject :

Something I learned through the training is....

Something I will do differently in my teaching is

Something I would like more training on is

