

Training Workshop on Child-centred Teaching and Learning

Facilitator's Handbook



This handbook belongs to:

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Introduction

This is the Facilitator's Handbook for a five/six day workshop on child-centred methodology for both teachers and teacher trainers in Bangladesh. The workshop for teachers is five days long, and the workshop for trainers is six days long (see Suggested timetables for the workshop below).

This handbook should be used in conjunction with the Participant's Handbook, which includes the majority of the resources for workshop participants. When the workshop is being delivered to teachers, the participants are the teachers, and when it is being delivered to trainers, the participants are the trainers. The people delivering the workshops are called 'facilitators' throughout these materials to reduce confusion.

The first 5 days of the workshop for trainers are almost identical to the workshop for teachers (Session 11 is slightly different, and Session 17 is different), and it should be delivered to trainers as if they are teachers. This provides trainers with the benefit of experiencing the training from the point of view of a teacher, and enables them to notice methodology, resources and techniques used by the trainers first hand. From Session 17 to Session 19, trainers reflect on the methodology used by the facilitators, try 'micro-training' and discuss strategies that they can use to help teachers as they begin to implement child-centred methodology.

Facilitator teams should consider the following questions well in advance (2 months) of the workshop:

- Who will take responsibility for organising the venue, the school, participants and involvement of other stakeholders?
- Who will take responsibility for organising stationery and preparation of required resources?

See Preparation for the workshop (below) for detailed guidance on preparing for the workshop.

See Timeline for workshop preparation (below) for recommendations regarding the timings of preparation procedure.

Preparation for the workshop

A. Workshop participants

All teachers in each school should participate in the same workshop. This is required for some sessions (e.g. Session 16: Child-centred learning in our school), and important from the point of view of teambuilding and sustainability. Whenever possible, the headteacher from the school should also participate. Sub-cluster groups should train together, which is also essential from the point of view of teambuilding (see Session 11: Teambuilding).

Facilitators should obtain a confirmed list of participants as soon as possible. Facilitators are expected to learn the names of all participants by the end of day one as part of their commitment to 'Modelling best practice' (see Session 16). It is also important to find out the subject specialisation of each teacher participating so that groups can be organised. It is recognised that many teachers are expected to teach several different subjects, however most of us have favourites, which tend to be the subjects that we are most comfortable experimenting with, and most interested in discussing. Each teacher should be given an opportunity to specify 2 preferred subjects. A form can be sent to each school to collect the required data, as follows (other details such as mobile phone numbers may also be useful):

Name	School	Years of teaching experience	Specialist subject and year (1 st preference)	Specialist subject and year (2 nd preference)

Based on this information, decide on the groups for the workshop carefully. Each group should have 4 to 6 members. Prepare a list of the members in each group. Whenever possible, ensure that participants are in groups that share subject and year specializations/preferences (e.g. put all the maths teachers at grades 1-2 together, the Bangla teachers at grades 3-4 together, etc.). Also think about the gender, experience and personality of the different group members to ensure each group is balanced. There should be a minimum of 6 groups and a maximum of 9 groups in total. Given that group size can vary from 4 to 6 members, this means that mathematical minimum and maximum participant numbers for workshops are 24 and 54 respectively, although whenever possible, groups should be kept between 30 and 40 participants. There may also be situations in which numbers fall beneath 24, when further adaptations to timetables for teaching on day 5 will need to be made.

Participants should also be informed in advance to bring the following resources with them to the workshop:

- 1 copy of the textbook for both their specialist subject and year preferences
- pen and pencil
- notebook

B. Identifying and reserving the venue for the training

The training venue should be as close as possible to the schools of the teachers it is training. This ensures that teachers can be trained locally, reducing commuting time and costs significantly and ensuring that they train in a familiar environment, with colleagues and possibly learners that they know. The main training room should be large enough to accommodate workshop participants comfortably. It should have adequate light and ventilation. There should be adequate seating for all participants, ideally with participants sitting in groups of 4-6 around tables. There should be at least one whiteboard or chalkboard available in the training room, and at least one holder for flipchart paper. Electricity is useful, but not essential, as all training is delivered low-tech, mainly using the Facilitator's and Participant's Handbooks, flipchart paper, boards and other small resources. There should be a large enough space for participants to stand in one or two circles (e.g. for 'Reflections' at the start of each day), either in the training room itself, or outside. During the training, a large number of posters and other resources need to be displayed on the walls, so please mention this when organising the venue to ensure that this is possible. There should also be the possibility of having small numbers of prints and photocopies done locally.

For trainers, the training should take place residentially, and a local school close to the venue should be identified and contacted as described below. The specifications for the training room are the same as for the teachers. To ensure that the children participating in their child-centred lessons are typical of the learners of the teachers that they will be training, the location should be rural and the identified school should be public, not private.

C. Identifying and contacting the school that will be involved

A local primary school will be involved on days 3 and 5 of the training. On day 3, one of the classrooms will be transformed into a Stimulating Classroom, and on day 5, workshop participants will 'team teach' child-centred lessons to the learners of the school. Both of these need to be carefully organised with the school head teacher and the local education officer. The closer the primary school is to the training venue, the better.

Before the workshop starts, the identified Stimulating Classroom should have been repainted (all the walls, ideally in a bright, but not too strong, colour), and the lower 1 metre of the walls should have been painted in 'blackboard paint', so that it is possible for learners to write on these parts of the walls with chalk. These are called 'wall chalk-boards' (see Session 9). The main chalk-board may also need repainting if worn. Before conducting this decoration, consult the class teacher to find out if they have any preferences for colours or other suggestions for how the classroom can be improved.

Also before the workshop starts, meet with the school headteacher to discuss the teaching of child-centred lessons on day 5. Depending on the number of participants in the workshop, you may require 2 or 3 classrooms, each with at least 15 learners, but ideally with a typical number of learners (30+). Given that several teachers will be observing the lessons from the back of the classrooms, in schools where classrooms are small, student numbers may need to be slightly reduced to ensure that everybody can fit in the classrooms. During school holidays the headteacher may need to organise with the parents for the learners to come in especially for the lessons. Suggested timetable options for the lessons for different sizes of participant groups are provided below.

For obvious reasons of sustainability, the teachers and the headteacher of any school being used for the child-centred lessons should also be participating in the workshop if possible.

D. Timetable for the delivery of the child-centred lessons on day 5 of the workshop

To ensure that each class has a minimum of 2 lessons and a maximum of 3 lessons, 6-9 'teaching teams' should be organised, which will normally be the same as the participant groups for the duration of the workshop. The exact choice of subjects will of course depend on the identified specialisations of each participant group (i.e. teaching team), but each class of learners should only have one lesson on each subject if possible. Each teaching team should observe at least one other team teaching the same class, and ideally two other teams whenever possible.

Option 1: 6 teaching teams

This would suit small workshops of c.24-30, with 4-5 participants in each team.

	Grade 3 class	Grade 4 class
9:00-9:35	Team A – B&G studies	Team B – Bangla
9:40-10:15	Team C – Bangla	Team D – Science
10:20-10:55	Team E – Maths	Team F - English

Option 2: 7 teaching teams

This would suit medium-sized workshops of c. 28-35, with 4-5 participants in each team.

	Grade 2 class	Grade 3 class	Grade 4 class
9:00-9:35	Team A – Maths	Team B – English	Team C – Science
9:40-10:15	Team D – B&G studies	Team E – Bangla	Team F – Maths
10:20-10:55	Team G – Bangla		

Option 3: 8 teaching teams

This would suit medium-sized workshops of c. 32-40, with 4-5 participants in each team.

	Grade 2 class	Grade 3 class	Grade 4 class
9:00-9:35	Team A – Maths	Team B – B&G studies	Team C – Maths
9:40-10:15	Team D – English	Team E – Bangla	Team F – Science
10:20-10:55	Team G – Bangla	Team H – Maths	

Option 4: 9 teaching teams

This would suit large workshops of c. 40 – 55 participants, with 4-6 participants in each team.

	Grade 2 class	Grade 3 class	Grade 4 class
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9:00-9:35	Team A – Maths	Team B – B&G studies	Team C – Bangla
9:40-10:15	Team D – English	Team E – Bangla	Team F – Science
10:20-10:55	Team G – Bangla	Team H – Maths	Team I - English

E. Other relevant stakeholders to contact

Local education officers should obviously be contacted as part of the organisation of the training. They should confirm in writing that the envisaged participants have no other workshop or training commitments for the duration of the workshop. The local education officer should also be present for Session 1 on the first day, and for Session 17 on day 5 of the Teachers' Workshop.

An appropriate official should also be present for the closing of each workshop (teachers and trainers) to present certificates to participants. Note, as described under 'Timetable for workshop preparation' below, the officials should all be asked to keep speeches during opening ceremonies brief to allow more time for learning. If necessary, a letter confirming this from a relevant MOPME official can be obtained.

Members of the local community and school PTA can be involved in 2 or 3 parts of the workshop:

- the creation of the Stimulating Classrooms in the second half of day 3;
- the workshop closing on day 5;
- observing the child-centred lessons on day 5.

Invite other stakeholders as appropriate to the closing ceremony.

F. During the workshop

Each day

Ensure refreshments and lunch are arranged for the appropriate times. Morning and afternoon breaks can vary on some days – see 'Time' at the start of each workshop session guidelines.

Move groups round the room each day so that every group sits in a variety of locations in the classroom. This can be done easily by simply moving the 'name tents' (see Session 1).

If any participants appear to be having problems of any sort, talk to them about this during breaks. Common issues include:

- interruptions to their participation (e.g. mobile phone calls)
- punctuality and full attendance
- attention levels/tiredness
- willingness to contribute

In the interests of professionalism and modelling best practice, avoid confronting participant over issues of discipline in front of the other participants. Always do this during breaks if possible.

Keep the room tidy. If necessary at the end of each day, request that participants help to stick useful resources on the wall, tidy away any rubbish and keep their own personal documents organised and with them.

In preparation for each session

On the preceding day, read through the session notes, paying particular attention to PREPARATION.

Prepare all the resources listed under RESOURCES according to the recommendations given under PREPARATION. Note that this can take over an hour for some individual sessions, especially on days 1, 2 and 3. This means that for these days there may be up to 4 ‘man-hours’ of preparation required – 2 hours if 2 facilitators are working together.

Discuss and decide carefully which facilitator should facilitate which parts of the workshop. Generally speaking all the sessions require at least 2 facilitators, and some ideally require 3. Usually it’s best to have one lead facilitator for each session, who is in charge of double-checking that the resources are ready and all other organisation. That facilitator will also lead the majority of the session in question. The other facilitator during such a session provides support as required. For some of the more intensive and the most important sessions, facilitators should take turns to lead different stages of the session (e.g. 1, 2, 3, 4, 9, 12, 13, 14, 15, 17, 18, 20), so that they can deliver them as effectively as possible.

Read through the parts of the workshop that you are going to facilitate carefully. You do not have to stick to the exact procedure or wording given. We have provided an anticipated, detailed PROCEDURE for those facilitators who prefer more guidance. Your main aim in each session is to enable the workshop participants to achieve the Success criteria. However, this always has to be balanced carefully with the needs of the participants, and you should always be ready to respond to their input, the challenges they face and the questions they ask. Think carefully about what you will do if one or two activities take more or less time than anticipated.

If you are confident that adapting the procedure will lead to improved learning, you can do so, however, we recommend that the first time you do the workshop you follow the procedure provided. Any adaptations or changes you make should be mentioned in your report on the workshop, and should also be provided as suggestions / feedback to the materials designers to help improve the workshop content along with reasons for the changes. We welcome such suggestions.

G. At the end of the workshop

Retain all resources for future workshops. Retain the original copies of all Workshop Evaluation Forms. Read and discuss these forms as a team, considering carefully any suggestions or criticisms made. As soon as possible prepare a short report on how the workshop went, including a 1-page summary on the feedback from participants, and include any suggestions for future workshops with regard to the content and timetabling of the training, dealing with any issues or problems and other suggestions. Email this report to relevant parties.

Timeline for workshop preparation

See Preparation for the Workshop above for details of the procedures described below.

When?	What to do ?
2 months before training	Contact local education officer, check and confirm venue, and probable school.
2 months before training	Contact school headteacher and begin organising for Stimulating classroom on day 3 and teaching of child-centred lessons on day 5 (see above).
6 weeks before training	Check that all workshop participants have been informed about the training.
4 weeks before training	Instruct school head teacher to paint Stimulating Classroom (see above).
4 weeks before training	Confirm local official to attend on the last day of training and present certificates.
2 weeks before training	Check that Participant's Handbooks are printed and ready.
2 weeks before training	Confirm list of participants and begin organising groups.
1 week before training	Begin organising and preparing resources.
1 week before training	Contact school headteacher and confirm that stimulating classroom has been painted and learners for child-centred lessons on day 5 have been organised.
2 days before training	Trainers should meet to discuss workshop, especially training responsibilities for day 1 and check resources are ready.
1 day before training	Meet with local official who will be organising the opening ceremony for the workshop. Explain the importance of the workshop starting on time on day one. Also explain respectfully that the opening ceremony must be finished by 10:30. Request that all speeches are kept to 10 minutes, with a maximum of 3 speakers providing speeches. This is a necessary requirement of the workshop, and must be observed. Confirm participants and decide on groups for workshop.

Resources and stationery needed for each workshop

Non-reusable Stationery

1. flip chart paper (4 pads) and marker pens for flipchart (20, assorted colours)
2. assorted card paper A4 size, variety of colours, 100 sheets
3. poster paper/manila paper A1 size or larger, variety of colours, 20 sheets
4. A4 white paper – 2 reams
5. whiteboard marker pens and eraser (8, assorted colours, only if whiteboard is available at the training venue)
6. chalk and eraser for chalkboard (2-3 packs assorted colours)
7. cotton/nylon fabric - white or near white (1 sheet per teacher; 1.5 metres by 3.5 metres) for making pocket board
8. pins (1 box per group)
9. sewing thread (1 roll per group)
10. Sellotape/Scotch tape (2 rolls)
11. glue pens (4)
12. blackboard paint (2 pots) - provided to local school 2 weeks before workshop
13. interior wall paint (enough to paint one classroom, appropriate colour) – provided to local school 2 weeks before workshop
14. elastic bands (1 box)
15. string (1 ream)

Reusable stationery

16. cutting knives (6)
17. scissors (full-size, 6 pairs)
18. rulers (50 cm, 6)
19. assorted colouring pencils and/or crayons (6 packs)
20. assorted felt tip pens for colouring, medium-size (2 packs)
21. pencils (2 boxes)
22. paints and brushes for art (3 sets)
23. corrector pen (3)
24. staplers (2) and 2 boxes of Staples
25. mathematics protractor (2)
26. mathematics compass (2 – for drawing circles)
27. soft balls that are easy to throw and catch (2)
28. small brown paper bags (5)

Free locally available resources

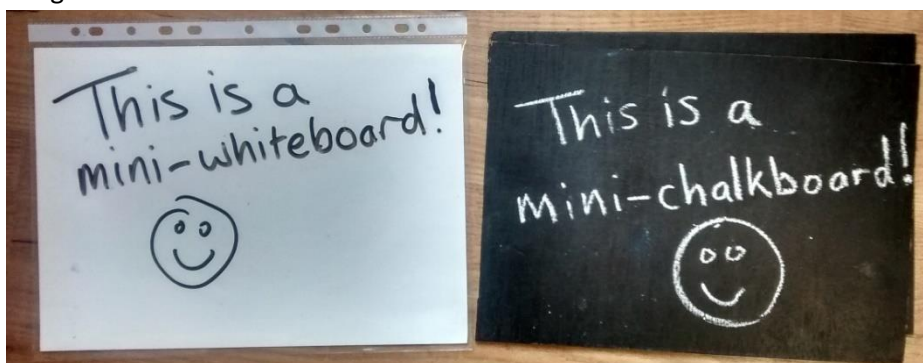
29. A range of low/no-cost, locally available resources (e.g. a pile of stones, a pile of sticks, a few old boxes, bottle tops, leaves, plants, seeds/grains samples of soils, old newspapers, old plastic bottles, old cardboard boxes, old food packaging, old plastic bags, plus any other recycled or recyclable rubbish) for Sessions 5 and 10.

Resources to make / have made

- 30. pocketboard (minimum 1) - see Session 6: Pocketboards
- 31. 2 sock puppets (See Session 10: Make and do)
- 32. nomination sticks - 1 per workshop participant (these are small flat pieces of wood or card on which it is possible to write someone's name) and a cup or jar for the nomination sticks.

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- 33. mini-boards – 1 per group. These are small reusable boards that can be given to groups of students to write on. They can either be mini-chalkboards (made by painting small pieces of wooden board with blackboard paint), or mini-whiteboards (more expensive – these can be purchased, or made by putting card inside a transparent plastic wallet – see image). If you use mini chalkboards, groups will need chalk. If you use mini whiteboards, groups will need a whiteboard marker. Groups will also need a duster or tissue to clean their mini-board. See image:



Reusable, workshop specific resources

- 34. A1 size image of the 'young girl walking to school' (See Session 2)
- 35. Flashcards of features of the face and word labels for child-centred lesson (See Session 3)
- 36. A number of the resources required for individual sessions (e.g. cards for cutting up) can be kept and used in future workshops. If so it is recommended that such resources are either printed on card, glued onto card or laminated to ensure that they are durable.
- 37. The success criteria for each session should be presented in written form as well as spoken form. While it is possible to write these on a chalkboard, it will be faster and clearer if these are presented on a sheet of flipchart paper. These success criteria can be prepared in advance of the workshop itself, and kept for future workshops as required.

Specific to each workshop

- 38. A selection of textbooks for different subjects at different grades. Get school headteachers to bring along a suitable selection in case teachers forget to bring their own preferences.
- 39. Copies of lesson plan templates/pro formas used locally. Check with local education officer.
- 40. Certificates for participants should also be organised, signed and ready for presentation on the final day of the training.

Suggested timetables for the workshop

Workshop participants may request changes to the timetable. For example, they may request an earlier start or a later start. If so, negotiate this carefully with all participants. Bear in mind that breaks should not be reduced or removed. Breaks are an important opportunity for participants to socialise, discuss what they have learnt and what they have had difficulty understanding. They also allow participants' minds time to rest, and their bodies time to exercise, and provide the necessary change of activity type that will enable them to study better after the break.

The relevant timetable should be checked, any amendments should be made, then it should be printed and copied for each participant.

Workshop for Trainers

Note: The first 5 days are broadly the same as the workshop for teachers. On day 6 participants reflect on the training methodology and consider how to support teachers during implementation.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
09:00-10:30 (1.5 hrs)	1. Opening ceremony Participants register and the workshop is opened.	4. Planning for CCL We find out what ten children did at school today to learn about the features of effective learning.	7. Assessment We learn how to make assessment useful for learners and teachers, and think about how we are being assessed.	11. Teambuilding We learn how we can help each other as we deliver the workshops and follow-up support.	14. Teaching of lessons We teach our child-centred lessons to local schoolchildren.	18. Reflecting on methodology We reflect on methodology used by the trainers in this workshop.
Break 30 min						
11:00 – 13:00 (2 hrs)	2. How do children learn? We learn about how children prefer to learn, and try out some fun activities ourselves.	4. continued We learn how to adapt school textbook materials for child-centred learning.	8. Challenges & solutions We discuss and think of solutions to challenges faced by teachers when implementing CCL.	12. Lesson preparation Working in groups, we prepare lesson plans and lessons for tomorrow.	15. Evaluation of lessons We evaluate how our lessons went, and reflect on what we can learn from this.	18. continued We continue reflecting on methodology and discuss useful advice for teacher trainers.
Lunch 1 hour						
14:00-15:30 (1.5 hrs)	3. What is child-centred learning (CCL)? We meet a young girl on her way to school and take part in a child-centred lesson.	5. Essential resources for CCL We learn about how to create and use low-cost/no cost resources in our lessons.	9. The Stimulating classroom We visit the school where we will teach our child-centred lessons and turn one classroom into a stimulating classroom.	12. continued We prepare resources for our lessons tomorrow.	16. CCL in our school Together we reflect on what we have learnt from this workshop, and how we will begin to implement it in our school.	19. Supporting teachers through the change process We identify the most effective ways to support our teachers.
Break 30 min						
16:00-17:00 (1 hr)	3. continued We reflect on the child-centred lesson we participated in, and create our own definition of child-centred learning.	6. Pocketboards We learn how to create an important resource to help us teach more effectively.	10. Make and do We learn how to make our own resources for child-centred learning.	13. Lesson rehearsal We practise teaching our child-centred lessons to each other in groups.	17. The facilitator's handbook We learn about this important resource and practise using it.	20. Workshop conclusion We provide feedback on the workshop and receive workshop completion certificates.

Workshop for Teachers

Times (approx.)	Day 1	Day 2	Day 3	Day 4	Day 5
09:00-10:30 (1.5 hrs)	1. Opening ceremony Participants register and the workshop is opened.	4. Planning for CCL We find out what ten children did at school today to learn about the features of effective learning.	7. Assessment We learn how to make assessment useful for learners and teachers, and think about how we are being assessed.	11. Teambuilding We learn how we can help each other as we implement child-centred learning in our classrooms.	14. Teaching of lessons We teach our child-centred lessons to local schoolchildren.
Break 30 min					
11:00 – 13:00 (2 hrs)	2. How do children learn? We learn about how children prefer to learn, and try out some fun activities ourselves.	4. continued We learn how to adapt school textbook materials for child-centred learning.	8. Challenges & solutions We discuss and think of solutions to challenges faced by teachers when implementing CCL.	12. Lesson preparation Working in groups, we prepare lesson plans and lessons for tomorrow.	15. Evaluation of lessons We evaluate how our lessons went, and reflect on what we can learn from this.
Lunch 1 hour					
14:00-15:30 (1.5 hrs)	3. What is child-centred learning (CCL)? We meet a young girl on her way to school and take part in a child-centred lesson.	5. Essential resources for CCL We learn about how to create and use low-cost/no cost resources in our lessons.	9. The Stimulating classroom We visit the school where we will teach our child-centred lessons and turn one classroom into a stimulating classroom.	12. continued We prepare resources for our lessons tomorrow.	16. CCL in our school Together we reflect on what we have learnt from this workshop, and how we will begin to implement it in our school.
Break 30 min					
16:00-17:00 (1 hr)	3. continued We reflect on the child-centred lesson we participated in, and create our own definition of child-centred learning.	6. Pocketboards We learn how to create an important resource to help us teach more effectively.	10. Make and do We learn how to make our own resources for child-centred learning.	13. Lesson rehearsal We practise teaching our child-centred lessons to each other in groups.	17. Workshop conclusion We provide feedback on the workshop and receive workshop completion certificates.

Learning outcomes of the workshop

Learning outcomes of the workshop on child-centred learning

By the end of this workshop, the following statements should be true for you:

Overall outcome of the 5-day workshop

- I have the required knowledge, skills and understanding to begin implementing an effective child-centred approach to teaching and learning in my classrooms.

Specific learning outcomes

- I understand what a child-centred approach to learning is, and why it is effective;
- I know a wide range of strategies and ideas that will help me to implement child-centred learning in my classrooms;
- I know what an effective child-centred lesson looks like, and how this contrasts with ineffective non-child-centred lessons;
- I know how to use and adapt my textbooks to support a child-centred approach to learning;
- I can design and make a range of effective, low cost classroom materials and teaching aids to support child-centred teaching/learning;
- I understand why stimulating classrooms are important, and am ready to begin making my own classroom more stimulating;
- I can prepare, teach and evaluate lessons effectively within a child-centred approach to learning;
- I feel ready to begin learning in my own classroom, and to share with, and support colleagues as I learn;
- I am ready to deal with the challenges that I face as I change my own teaching towards a child-centred approach to learning.



Session 1: Opening ceremony

Time: 90 minutes

Number of Facilitators: 2 minimum, but if there are more, all should be present

SUCCESS CRITERIA

None for this session.

SYNOPSIS OF SESSION

This will depend on local arrangements. If possible, try to find time for the suggested 'icebreaker' game below. If there is any time remaining, the aims and objectives of the workshop can be presented to the participants (see Session 2).

RESOURCES NEEDED

Participants handbooks.

A ball for the icebreaker games (if there is time).

PREPARATION

Decide on the groups for the workshop. Each group should have 4 to 6 members. Prepare a list of the members in each group. Whenever possible, ensure that participants are in groups that share subject and years specializations/preferences (e.g. put all the 'maths teachers at grades 1-2' together, the Bangla teachers at grades 3-4 together, etc.). Also think about the experience and personality of the different group members to ensure each group is balanced. Each group should sit around a single table. If you are using traditional classroom desks, simply push 2 desks together to create a discussion table.

IMPORTANT NOTE:

The opening ceremony should start at 9 AM if possible. If not, it is extremely important that it finishes by 10:30 to ensure that the rest of the day (the most important day of the workshop) goes according to plan.

PROCEDURE

Stage	Activities
1 Arrival	When participants arrive and register for the workshop give them a copy of the Participant's Handbook, and sit them at the table designated for their group. If there are any important housekeeping issues, these can be explained while you're waiting for the opening ceremony to begin.

2 Speeches	<p>Please ensure that these are kept short and concise. Ideally no individual should speak for longer than 10 minutes, and the opening ceremony must finish by 10:30 AM to ensure that the rest of the workshop is not rushed on day one. Note the comment on how to prepare for this in 'Preparation for the Workshop' and 'Timeline for Workshop Preparation' above.</p> <p><u>NOTE FOR SPEAKERS</u></p> <p>In the spirit of the workshop, it is important that the participants are not lectured or 'ordered' to implement what they are learning. Research indicates that teachers change their practice not because they are told to change it, but because they understand, believe and like the suggested changes. The aim of this workshop is to change their understanding, beliefs and preferences, not to lecture them, which contradicts the methodology being promoted.</p>
3 Icebreaker games (15 mins)	<p>Depending on time available, either or both of the following 2 games can be played with participants. However, if there is not time for these games, they are not essential. It is more important that Session 2 starts on time at 11 o'clock. These games are usually best if played outside or in a large space. For both games, workshop participants stand in a large circle, facing inwards. All facilitators should participate.</p> <p>Game 1: The Name Game</p> <p>You need a soft ball that is easy to catch. Stage 1: participants throw the ball and say their name. Stage 2: participants throw the ball and say the name of the person they are throwing to.</p> <p>Game 2: Change Places</p> <p>A facilitator stands in the middle of the circle (no ball needed), and says the following sentence: "Change places if you are wearing black shoes." The participants who fit the description must change places by running around the outside of the circle in a clockwise direction, until they find a free space, which they occupy. Repeat with a different condition: "Change places if you have two children." Do this several times until the participants have understood the idea and the range of conditions that can be provided: 'Change places if you can speak 3 languages.' 'Change places if you have worked in Dhaka.' 'Change places if you are under 50 years old.' etc. This time the trainer takes one of the free places while participants are running, leaving one of participants without a place. This participant must come to the centre of the circle and then think of the next command: 'Change places if...'</p> <p>If there is the opportunity to start the next session a little earlier, please do so.</p>

Session 2: How do children learn?

Time: 125 minutes

Number of Facilitators: 3 (see notes below if there are only 2)

SUCCESS CRITERIA / LEARNING OUTCOMES

I can:

- describe how children learn naturally, and how this is often different to what happens inside the classroom;

I understand:

- what I need to do to improve learning inside the classroom;

I know:

- 3 great activity ideas and can adapt them to different lessons.

SYNOPSIS OF SESSION

This session starts with several formalities (including completion of group name cards, description of Ground Rules, and introduction of Nomination sticks). Next participants consider what children can learn when playing a simple game such as 'ekka dokka'. They then compare formal studying inside the classroom with informal learning outside the classroom. After noticing that many of the things that children do naturally when learning can also happen in the classroom, participants play 3 useful games which involve children in natural learning. In the final activity they discuss how they can adapt these 3 activities for their own classrooms and how they link to the natural learning outside the classroom.

RESOURCES NEEDED

Ground Rules listed on a sheet of flipchart paper (see Preparation below).

Resources 1 and 2 in the Participant's Handbook.

Resources 3, 4 and 5 - these will need to be prepared as per the instructions on the resources themselves.

A chalkboard/whiteboard (or 3 sheets of flipchart paper).

Idea cards (see below).

PREPARATION

Complete a sheet of flipchart paper with the following:

Ground Rules for the Workshop

- 1) Mobile phones switched off or on silent.
- 2) No 'mini-meetings' during workshop sessions.
- 3) Participants should respect each other's opinions.
- 4) No fear or punishment of mistakes and errors.


Prepare resources 2, 3 and 4 as specified on the resources in the Participant's Handbook.

Copy and cut up the idea cards (see below). Each workshop participant will need one idea card. Don't worry if you don't use all of them or have to repeat them.

Copy success criteria onto a sheet of flipchart paper.

There will need to be 3 facilitators for the 3 activities in the Carousel stage of this session. If there are only 2 facilitators, get one of the workshop participants to act as facilitator for one of the games. If possible do a full demonstration with this person and explain how the game could be adapted for different subjects.

PROCEDURE

Stage & Time	Activities
5 mins	Introduce session and get participants to read out success criteria.
Participant groups 5 mins	<p>Participants should already be in their designated groups (see Preparation for the workshop, Session 1 PREPARATION and PROCEDURE above).</p> <p>Give each group a piece of card to create a name tent with. On one side they should write the name of their group (use the subject specialisations – Bangla, maths, English for group names) and on the other side the preferred 'nicknames' of all the group participants. Encourage all participants to use short informal names, even high-ranking officials from UPAZILA or MOPME.</p> <p>The name tents are folded as in the illustration, and displayed on the desks throughout the workshop:</p> 
Learning outcomes of the workshop 5 mins	<p>NOTE:</p> <p>There may be time for this stage during the Session 1: Opening Ceremony. If so, it does not have to be repeated here.</p>

	Present the Learning Outcomes of the workshop. Participants should have copies of these in their Handbook. You can read them out yourself, or nominate participants to read them out. After each one, if necessary provide a brief additional explanation. Tell participants that we will return to these at the end of the workshop and participants will evaluate how true they are for them.
Ground rules 10 mins	<p>Facilitator and participants agree on 'ground rules' for the workshop:</p> <p>Begin by explaining the following: "This workshop is learner-centred, and in learner-centred training we all rely on each other. There will be lots of pairwork, and if you miss any of the sessions or even short periods of the session, this can cause problems both for you and for your partner. So we need some rules to make sure that everybody participates well - these are called 'ground rules'."</p> <p>Show the pre-prepared sheet of flipchart paper with the following 4 ground rules:</p> <ol style="list-style-type: none"> 1) Mobile phones switched off or on silent. 2) No 'mini-meetings during workshop sessions. 3) Participants should respect each other's opinions. 4) No fear or punishment of mistakes and errors. <p>Now ask participants for other ground rules, and add as appropriate.</p> <p>Get 2 volunteers to pin the Ground Rules on the wall.</p>
Nomination sticks 5 mins	<p>Hand out the nomination sticks, 1 per participant . Tell them to write their name on one end only:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">Ahmed</div> <p>Collect these in and put them in a container so that the names are facing down and cannot be seen. Explain the following:</p> <p>"These nomination sticks enable teachers to select learners randomly, rather than using the 'hands up' method which tends to favour the stronger students and leave out the weaker students (which increases the achievement gap in each class). They don't need to be used all the time, especially in lower grades. They are best with easy questions and when you are checking what the learners should already know or what they have learnt. When you are asking challenging question, don't use the nomination sticks. 'Hands up' works better when only a few students know the answer. You will see how they work during the workshop."</p> <p>Mention that all formalities are now finished and that the learning activities of the workshop will now begin.</p>
Ekka Dokka 10 mins	<p>Tell participants that on your way to the workshop today you saw 3 children playing 'ekka dokka' (hopscotch) together. Ask them:</p> <p>"Do you think they were learning anything by playing this game?"</p>

	<p>Hopefully they will say yes. If not, encourage them by suggesting that perhaps they were! Then ask: “What were they learning?”</p> <p>Elicit ideas. This could include the following: counting (numeracy), body coordination, drawing shapes (geometry), life skills (through winning and losing), writing the numbers (fine motor skills), etc.</p> <p>Make the following point: “Games are a natural way for children to learn. They are not alternatives to learning. They involve learning not just of knowledge, but also of ‘physical skills’, such as muscle control and social skills. By noticing how children learn when they play we can get good ideas for improving learning in the classroom.”</p>
<p>Differences between formal study and natural learning</p> <p>20 mins</p>	<p>Tell the participants: “We are now going to think carefully about differences between how children study inside the classroom, and how children learn in more natural situations, such as when they are at home, when they are playing or chatting with friends and when they are observing the world around them.”</p> <p>Tell them to look at Resource 1 in the Participant’s Handbook. They have 20 minutes to discuss and make notes in their groups. Tell them that in 5 minutes, you will provide each of them with an idea card, which they should discuss and decide where to put in their table, but first they should use their own ideas. Elicit or provide an example difference using the images provided. Ask: “What differences can you see in the pictures?” Let them begin and monitor carefully to check they are on task.</p> <p>NOTE: <i>If any of the workshop participants are familiar with ECL (Every Child Learns), tell them to discuss ‘traditional’ classrooms when doing this activity. There will be an opportunity to compare this to ECL learning later in the session.</i></p> <p>After 3-4 minutes, hand out one of the Idea Cards (below, not in the Participant’s Handbook) to each participant. Tell them that they can show them to each other and discuss which column to put them in. These will provide them with additional ideas.</p> <p>After another 7-8 minutes, pause the groups and tell them that everybody got different idea cards. Ask them if they would like to share their ideas? They should say yes!</p> <p>Suggest that 2 or 3 members of each group stand up and go and see what other groups have written. Say: “If you see any ideas you like, it’s OK to take them back to your own group, so please discuss and share generously. This is a learning opportunity, not assessment.”</p> <p>15 minutes into the activity, one of the facilitators should draw a copy of Resource 1 on the chalkboard (or 3 sheets of flipchart paper if necessary) and invite each group to choose a ‘writer’. This person should transfer some of the groups ideas to the copy on the chalkboard / flipchart paper. Encourage all the groups to continue their discussion while this is happening, and encourage all of the ‘writers’ to work at same time and as a team, so that there are several people preparing the board/flipchart paper simultaneously. Remind them not to repeat any ideas already mentioned.</p>

<p>Feedback 15 mins</p>	<p>After the activity has been running for about 20 minutes, tell them to stop, and to look at the ideas on the board / flipchart paper. Ask if they all agree with what is written. If necessary make corrections/changes. Take a moment to point out and praise any original ideas that were added by the workshop participants.</p> <p>Get participants to notice that <u>there are some good things that happen in the classroom</u> (e.g. learning initial numeracy and literacy is almost impossible without a classroom), but also many things that are very different to how children learn naturally.</p> <p>Ask: “Which column shows us how children learn naturally?” Obviously the ‘learning outside the classroom’ column.</p> <p>Ask: “What can we do to improve learning in the classroom?”</p> <p>Elicit that if we do more of the things in the ‘learning outside the classroom’ column in the classroom, it will lead to more learning and more enjoyment for the learners. Draw a circle around the ‘learning outside the classroom’ column and suggest that this is what we should be doing more of inside the classroom’ - use an arrow to show this clearly.</p> <p>Finally, ask: “Which of the things from the ‘learning outside the classroom’ column did we do during this activity?” Elicit as appropriate (e.g. we communicated, we helped each other to learn, etc.). Hopefully they will have done many of these things during this activity because of the opportunities it provides for peer learning. Tell the participants that now they will try out 3 activities that bring natural learning into the classroom.</p>
<p>Carousel activity 45 mins</p>	<p>Divide participants into 3 groups. Explain: “All groups will experience 3 different learning activities that allow children to learn naturally. They can be adapted for many different subjects. The activities are called ‘bingo’, ‘messenger dictation’ and ‘memory cards’.”</p> <p>Explain how the activity will work. There will be 3 facilitators, and each group will take turns working with one of the facilitators to play the game. Make sure the 3 facilitators are spread out so that the 3 groups don’t disturb each other. It may be easier to take the messenger dictation group outside.</p> <p>Give them 15 minutes to try each activity. All 3 facilitators should try to spend about 8 minutes on the activity and then 7 minutes helping the participants to think of other ways that the activity could be used in different subjects. Do this as follows:</p> <p>Ask: “What subject is this activity for?”</p> <p>Elicit subject name. Then ask: “Can you think of ways to use the activity for different subjects?” Elicit ideas, making a mental note of the useful ones for the conclusion to this session.</p> <p>Then the groups move round until they have experienced all 3 activities in 45 minutes.</p>

<p>Conclusion</p> <p>10 mins</p>	<p>Ask each of the Carousel facilitators to describe 2 or 3 of the best suggestions made by the workshop participants for adapting the activities from the carousel for other subjects. Praise the participants for their contributions. Point out that resources for these activities are minimal. For Bingo, learners just need a piece of paper on which they draw the grid. For Messenger Dictation, you just need one copy of the text. Memory Cards require more preparation, but they can be used many times, even with the same group of learners.</p> <p>Review the success criteria. Read the first one and take a nomination stick at random. Read out the name and ask them to describe one important difference between how children learn inside and outside the classroom. Take another nomination stick and elicit another difference. Read out the second criterion and take another nomination stick. This time ask the participant what we need to do to improve learning inside the classroom (answer – bring more ‘natural learning’ into the classroom). Read out the third criterion and take another nomination stick. Ask the participants to suggest a way in which one of the 3 activities can be adapted for their learners in their classroom, etc.</p>
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Session 2: Idea cards



SECTION A) LIKELY TO BE CATEGORISED AS LEARNING OUTSIDE THE CLASSROOM.

Learning is often practical.	Children communicate while they are learning.
The learning is contextualised in a world the children understand.	Children help each other to learn.
Play is a natural part of learning.	Each child learns at their own speed.
Children have opportunities to observe and listen before doing something themselves.	Children can choose what to learn based on their interests.
Children can ask questions whenever they want.	Learning is usually useful to the children's world.
Groups can often be mixed-ability.	Children assess their own learning and try again if they want.
Learning is mainly through speaking and listening.	Children usually cannot learn advanced skills or knowledge.

SECTION B) LIKELY TO BE CATEGORISED AS STUDYING IN THE CLASSROOM

One adult tries to do all the teaching.	Children don't communicate with each other.
Somebody else decides how fast the children should learn.	Children don't help each other to learn.
Children are separated out into different ability groups.	Children use all 4 language skills; reading, writing, speaking and listening.
Children learn about places, events and things far away from their home.	Somebody else decides what they learn.
Play happens during the breaks between the learning.	Learning is often theoretical.
Sometimes the learning isn't relevant to the children's world.	Someone else assesses their learning.
Children can't make jokes.	Sometimes the learning isn't contextualised.
Learners develop more complex, abstract thinking skills.	Learners gain important new skills – numeracy and literacy.

Session 3: What is child-centred learning?

Time: 150 mins.

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- describe the key features of child-centred learning;

I understand:

- why child-centred lessons lead to more learning than non-child-centred lessons.
- all the knowledge, ideas and potential that each child brings with them to every lesson;

I know:

- what a child-centred lesson is like and what a non-child-centred lesson is like;

SYNOPSIS OF SESSION

The session begins with a creative activity: Participants see a picture of a girl walking to school and decide what knowledge, emotions, skills and ambitions she brings with her. This is followed by two 15-minute demonstration lessons to contrast a child-centred approach with a non-child-centred approach. Next there is a group discussion of the lessons. The participants finish by creating their own definition of child-centred learning.

RESOURCES NEEDED

Small ball.

Nomination sticks (needed for the whole workshop).

A poster copy (A1 size) of resource 2, which shows a picture of a young Bangladeshi girl walking to school.

Alternatively just use Resource 2.

Resources 1, 2 and 3 in the Participant's Handbook.

6-8 pieces of A4 card of different colours if possible.

Paper (1 sheet, A4 per participant) and colouring pencils or crayons (4-6 packs, assorted colours).

Flip chart paper and marker pens. It's also useful to have a chalkboard if there is one in the room.

A pocketboard and coloured card (8-10 pieces A4) for flashcards.

PREPARATION

Copy success criteria for this session onto a sheet of flipchart paper.

Write the following titles on the A4 cards: family; home; village; natural environment; school; farming; emotions; free time; friends. There should be one card per group and an extra 1 completed as an example. The example should show the following:

Family

members, ages, jobs, physical descriptions, drawings of photographs, relationships, love, secrets, extended family

Write the Success Criteria for the child-centred lesson on a sheet of flipchart paper (or the board):

English Lesson – The parts of my body

1. I can name 8 parts of my body in English.
2. I can sing a beautiful song.
3. I can draw a picture of my face and label it.

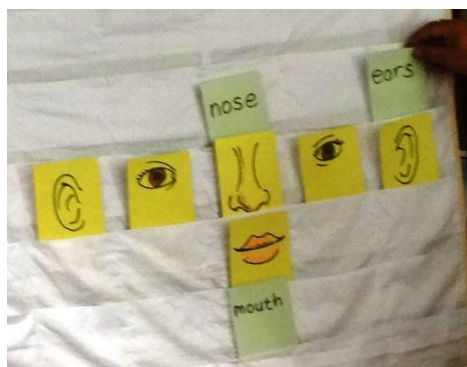
Write the following 5 word flashcards for the pocketboard (must fit into pockets): nose; eyes; mouth; ears; my face. Draw the following 6 picture flashcards for the pocketboard: (nose, eyes (2), mouth, ears (2)) as shown below.

Both facilitators should practice their demonstration lesson in advance. For obvious reasons the child-centred lesson should be very carefully practised to provide a good model of child-centred learning. If you can, get another facilitator to observe you and provide feedback.

Think also about where the demonstration lessons will be delivered.

Learn the song: Head, shoulders, knees and toes (e.g. online: <http://youtu.be/Bp-rWsBplUU>).

2 or 3 example self-portraits with eyes, ears, mouth, nose, etc. labelled. These should be childlike, but beautiful, including colour (as shown below). You may be able to get your children to draw these.



Picture and word flashcards for pocketboard.

Example self-portrait drawn by a child.

Stage & Time	Activities
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Energiser 10 minutes	<p>Say to participants: “How much can you remember from this morning’s session on ‘How Children Learn?’ In pairs, you have 3 minutes to tell your partner 5 differences between how children learn inside the classroom and how they learn ‘naturally’? Go!”</p> <p>After 3 minutes, ask everyone to stand. Throw a small, soft ball to one participant and ask them to provide one difference. They then throw it to another person who provides another difference. Continue like this for 5 minutes or so. Don’t worry if people are looking down at their notes or at the board - this is an opportunity for learning like all formative assessment!</p>
Introduction 5 minutes	<p>Introduce the session to the participants by showing and reading out the success criteria.</p>
Engage 15 minutes	<p>Write the following on a sheet of flip chart paper:</p> <p>“A child to a teacher is like...”</p> <p>Tell participants that this is a simile*, and that they will complete it in a moment. Suggest they look at Resource 1 where there are some ideas to help them, but they can choose any ideas they like. Say: “There is no right or wrong answer here. This activity is an opportunity to describe how you understand this important relationship.” If they look confused, ask: “Is a child like a sponge that soaks up information, like a glass that the teacher fills with information, or something else?”</p> <p>Don’t let participants shout out their ideas. Use this as an opportunity to introduce: ‘Think, Pair, Share’ - Tell participants to think first, then discuss in pairs. After 3-5 minutes they share their ideas with the whole group. Here you can use the nomination sticks as participants have had time to think about and discuss their ideas. Don’t forget to get reasons for their opinions. Possibly the most positive metaphor is to view the teacher as a farmer and the learners as seeds/small plants, as these need help and protection to grow, but they grow independently and naturally.</p> <p>Ask: “Does anybody think a child is like an empty vessel or a blank canvas?” Hopefully nobody will think this! Ask why not? Elicit the fact that all children come to the lesson with knowledge, experience and information. Tell participants that it is estimated that children have already learnt 40% of everything they will ever learn in their lives before they start primary school!</p> <p>* A simile is where we compare two things for poetic effect. For example: She is beautiful like a flower.</p>
Young girl walking to school 15 mins	<p>Show participants the poster of the young girl walking to school (Resource 2). It shows many of the things she sees, hears and experiences in that short journey. Give a brief description of that girl’s morning (give her a <u>local name</u>): “Let me introduce you to Aduri. Aduri has just started primary school. Each day, before school she gets up at 5 o’clock and walks to the well to collect water. After that she...” continue until the moment she gets to school. Then say: “What knowledge does she bring to school with her?” Elicit ideas and as you do, show the relevant</p>

	cards (e.g. environment, farming, etc.). Now show the example card: <u>FAMILY</u> and read out what it says. Tell the participants that these are some of the things she already knows and understands about her family. Give one of the remaining A4 cards (home; village; environment; farming; school; emotions; free time; friends) to each group. Tell them to complete the card with everything she already knows and understands. Give them 5 minutes.
Feedback 15 mins	Each group comes to the front and sticks their cards around the picture. They explain what they have written. Ask participants to look at Resource 1 again. Ask: “Is Aduri like an empty vessel? Or is she like a seed that needs to be cared for?... Like a seed, a child contains everything it needs to grow and learn, and like a seed it absorbs nourishment from the environment around it. The role of the teacher is like the farmer, to facilitate the growth of the plant. A child-centred approach to teaching must allow the child to continue growing by building on everything she already has, knows and understands when she comes to school.” NOTE: If possible, 1 or 2 of the facilitators should be preparing part of the room for the demonstration lesson to follow. This may involve sitting the participants on the floor, or at traditional desks in the classroom. You may choose to do the demonstration lessons in a different room altogether.
3 minutes	Introduce the next stage: “You will experience two mini-lessons. The lessons are grade 3 English, on the vocabulary of parts of the body. Please participate as learners in grade 3.”
Demonstration lesson 1 - Non- child-centred lesson. 15 minutes	The aim in this lesson is to provide a flavour of a typical non-child-centred lesson as may be experienced in the classes of some inexperienced teachers. The aim is not to imply that this is a traditional lesson, or that all teachers teach like this. It is simply an example of how not to teach, and is meant to be amusing! Call one male learner to the front and turn him to face the class. Point to his head and say: “This is a head.” Learners repeat many times. Do same with arm, leg. Invite another learner to come to the front, point at the other learner’s head and say: “This is a head.” many times. Once more ask the whole class: “What is this?” Elicit: “This is a head.” Repeat for other parts. Ask: “Do you understand?” Ignore any learners who say no. Now tell learners to open their notebooks. Tell them to copy the following definitions from the board: ‘head – part of the body containing brain; arm – limb that assists with manipulation of hands; leg – limb involved in locomotion.’ Read out the 1st definition, get 1 learner to come to the front and repeat it. Repeat with the other 2 body parts. Ask: “Is that clear?” “Any questions?” “কোন প্রশ্ন?” several times. Ignore the responses! Finish the lesson there without any conclusion.
Demonstration lesson 2 – Child- centred lesson. 20 minutes	The aim of this lesson is to provide an example child-centred lesson. It doesn’t have to be perfect, just interesting, stimulating and enjoyable for the learners. It should have a clear introduction and conclusion, with plenty of learning in between!

	<p>Tell learners: “Today we’re going to learn the names of the parts of our bodies in English, and we’re going to learn a song. Do you like songs?” Hopefully they will say yes.</p> <p>“OK. Here’s what we can do at the end of this lesson.” Show the success criteria and read them out slowly as you point at the words you are saying:</p> <p><u>English Lesson – The parts of my body</u></p> <ol style="list-style-type: none"> 1. I can name 8 parts of my body in English. 2. I can sing a beautiful song. 3. I can draw a picture of my face and label it. <p>Tell the learners to stand up. Sing the song: Head, shoulders, knees and toes:</p> <p>“Head, shoulders, knees and toes, knees and toes. (repeat 2 times)</p> <p>Eyes and ears and mouth and nose.</p> <p>Head, shoulders, knees and toes, knees and toes.”</p> <p>This first time, learners do not have to sing – they can just observe. Touch the parts of your body as you sing. Repeat the song, getting learners to touch their bodies and sing with you. Praise them and ask them to sit down.</p> <p>Touch your head and say ‘head’. Learners repeat once. Do the same with ‘shoulders’, ‘knees’, ‘toes’. Make sure learners also touch. Now say: “Touch your knees.” “Touch your toes.” etc. Praise them. Tell them to do the same in pairs - use one pair as an example. One learner says: “Touch your knees.” The other must touch. Then give them a few minutes to do this in closed pairs.</p> <p>Sing the song again. Slow down on ‘eyes, ears, mouth, nose’; saying and touching, encouraging learners to do the same. Ask for a volunteer and say: “Touch my... (nose / ears / etc.)” The learner should do this. Tell the learners to practice this in pairs.</p> <p>Show the learners the pocketboard, with the pre-prepared flashcards: Word flashcards – nose, eyes, mouth, ears, ‘my face’ (on the left - in this order). Picture flashcards with images of the same 4 features (on the right – should show a face). Take the first word flashcard (nose), and say the word while showing it to all the learners. Ask them if they remember the song – which part of the face did we point at? Elicit the answer and ask learners: “Can you see a nose on the board?” Encourage one learner to come to the front and put the word flashcard next to the correct image flashcard.</p> <p>Repeat this for the other 3 words, choosing different learners each time. Hide the 4 images, point at one of the words and elicit the pronunciation. Ask the learners to point at the feature in question on their face, then to translate the word into Bengali. Ask the learners in mother tongue – “Amra etake ki boli?” Elicit answer in Bengali “Muk” and say: “Ingrejite ‘muk’ mane ‘face’”. Add flashcard at the top that says ‘my face’. Ask: “Do you like my face?”</p> <p>Tell each learner that they are going to draw a picture of their own face, add their name and label the parts. Ask if they would like to see some examples from other students? Show 1 or 2 example self-portraits. Provide appropriate resources (paper and colouring pencils). Then let</p>
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	<p>them begin. Monitor and help all the learners, by providing praise and appropriate suggestions (E.g. “That’s very good, Husna. But you forgot to draw your ears. Can you add them?”). When they finish, tell them to show their picture to their partner and to tell them what they drew. E.g. “This is my face. These are my eyes....”) Tell the learners that you like their pictures so much that you want to take them home and look at them again. Ask them: “Is this OK?” Ask them: “Would you like me to add some advice or suggestions?” Tell them to give you their individual pictures, checking that they have written their names. You will add comments to these this evening and give them back tomorrow morning – see below.</p> <p>Praise all the learners with a special clap (e.g. a round of applause, moving your hands in a circle).</p> <p>Sing the song again, repeating it a couple of times faster and faster.</p> <p>Finish by evaluating success criteria: “What did we do today? What did we learn? Amra adz ki shiklam?” It’s OK for learners to speak Bengali at this stage. Check learning by asking individual learners (you can use the nomination sticks at this stage): “What is this?” (head) “What is this?” (nose). Praise all learners.</p>
BREAK	Take the afternoon break here.
Comparing the lessons 10 minutes	<p>Elicit which lesson was better (the second one, obviously). Tell them that it was a child-centred lesson. Ask participants to work in their groups to discuss their impressions of the two lessons: “Discuss and make notes on how the two lessons were different. Try to come up with 10 differences.”</p> <p>Monitor the discussions and remind participants to look back at Resource 1 from Session 2 (comparing natural learning with classroom learning), so that they notice how much natural learning was happening.</p>
10 minutes	<p>Whole group discussion – Elicit important differences.</p> <p>If necessary, make the following points: “The child-centred lesson involved the learners in whole body learning, including drawing, singing, touching and showing. The lesson was personalised to their interests and needs, and provided for short attention spans. The pairwork allowed them to communicate, practise their English and also to help each other. It was also enjoyable, as learners enjoy singing and drawing. The teaching was interactive. The teacher introduced the lesson and checked what the learners had learnt at the end.</p> <p>Ask: “How else can the teacher assess what the learners have learnt today?”</p> <p>Elicit that the teacher can look at the pictures. If you think it is useful at this stage, you can point out to the participants that this is a good example of formative assessment that does not require grading.</p> <p>If participants have not yet noticed, give them a minute or 2 to look back at Resource 1 from Session 2, so that they notice that this lesson combines lots of natural learning with a number</p>

	of the formal skills that can only be learnt in a classroom (such as writing, and learning a foreign language).
Definition 20 minutes	<p>Tell participants that now they will create their own definition of child-centred learning. Tell them to look at Resource 3 and explain:</p> <p>“You now have 10 minutes to write your own definition of Child-centred learning, working in your groups. Think about everything you have learnt today, including the differences between natural learning and classroom study, the 3 games that you played this morning, what you learnt about <u>Aduri</u>, and what she already brings to school. Also think about the 2 lessons he participated in.”</p> <p>After about 10 minutes, encourage participants to write their definition on a sheet of flipchart paper. After another 5 minutes, tell the groups to stick their definition on the wall. 1 group member stays with their definition. Other participants go round and look at the definitions (gallery walk activity). If they want, they can ask questions. You, the facilitators should also go round and make a note of the ideas that you like most. At the end, praise participants and read out the ideas that you like. There is no need for each group to read out their definition to the class. Tell participants that they will leave their definitions on the wall for the whole workshop. They can make changes if they want based on what they have learnt each day.</p>
Conclusion 10 minutes	<p>Conclude the session by reading through the success criteria. After each one, use the ‘talking thumbs’ method to get feedback on whether the criteria have been achieved. Participants simply show the thumbs up sign (👍) if they feel that they have achieved the criterion, and thumbs down (👎) if not. They can also show a horizontal thumb if they’re not sure. After each one, test one learner who raises their thumb by throwing the ball to them and asking for an example, as follows:</p> <p>Describe one feature of a child-centred lesson.</p> <p>Tell us one reason why child-centred lessons lead to more learning.</p> <p>Tell us an example of the knowledge that a child brings to school.</p> <p>Tell us something you remember about the child-centred lesson.</p> <p>Tell us something you remember about the non-child-centred lesson.</p> <p>Ask participants: “How else can I assess what you have learnt today?” Elicit: by looking at the definitions. If these are good quality then participants have learnt well. Confirm that they are good quality, if this is (hopefully) true. Tell participants: “Tomorrow we will look at how we can plan for child-centred learning, using the school textbooks that you use every day, and we will also look at some of the important resources that you will need to teach child-centred lessons, including resources from the environment and how to make a pocketboard, which we used in the child-centred lesson.” If the teachers are expected to bring their textbooks tomorrow, remind them now to bring a variety of textbooks from different grades and subjects.</p>

Comments on the faces trainer homework	After the input, provide feedback to each learner on their picture. You can write directly onto the picture or add a post-it note to each picture that includes both praise and a suggestion for improvement. For example, “This is a beautiful picture. I like your hair and your eyes. Perhaps next time you can use more colours?” You will hand these out at the start of the workshop tomorrow.
Learn the participants’ names	As part of your commitment to ‘Modelling Best Practice’ (See Session 18), you should make a special effort to learn the names of all the participants in your workshop, so please make an effort to do so this evening.

Try not to impose a definition on the workshop participants, but note the definition agreed at the UNICEF master trainers’ workshop as a point of reference:

“Child-centred learning is a process that creates a joyful and stimulating learning environment that considers each child’s abilities, learning needs and interests to ensure and accelerate effective learning.”

Session 4: Planning for child-centred learning

Time: 210 minutes (3.5 hrs)

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- adapt Bangladeshi coursebook materials for child-centred learning;

I understand:

- how to plan child-centred lessons;

I know:

- 8 example things that children can do in child-centred lessons.

SYNOPSIS OF SESSION

Participants begin by 'listening' to children telling their parents what they did at school today. They must decide if the children experienced child-centred lessons or not. They then consider how child-centred learning relates to a number of key areas of teaching, and contrast it with non-child-centred learning. Then they analyse a lesson from the Teacher's Guide / Pupil's Book and consider ideas for improving it where necessary.

RESOURCES NEEDED

1 or 2 balls

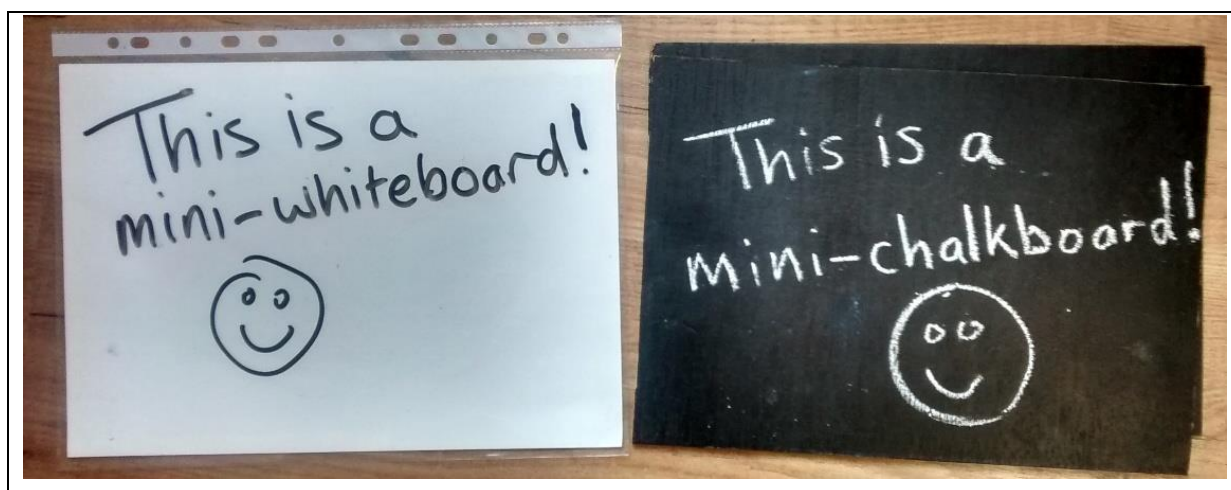
Chalkboard / flipchart paper for writing discussion questions

The 10 Statements below, copied or printed (not in the Participant's Handbook)

Resources 1, 2, 3 and 4 in the Participant's Handbook

Teacher's Guides and Pupil's Book for a variety of levels (enough for each group of 3-6 to have one set)

Mini-boards - These are small reusable boards that can be given to groups of students to write on. They can either be mini-chalkboards (made by painting small pieces of wooden board with blackboard paint), or mini-whiteboards (more expensive – these can be purchased, or made by putting card inside a transparent plastic wallet). If you use mini chalkboards, groups will need chalk. If you use mini whiteboards, groups will need a whiteboard marker. Groups will also need a duster or tissue to clean their mini-board. See image:



PREPARATION

Copy success criteria onto a sheet of flipchart paper.

Stick the 10 statements (below) on the walls around the room - don't put them in order (one, two, three, etc.) – mix them up.

Before participants arrive, rotate the name tents, so that today each group is sitting in a different position. Your aim is to ensure that each group has an opportunity to sit at the front and the back of the class.

Stage & Time	Activities
Reflections on day 1: Reflections on Learning 20 mins	Explain to participants that the reflections will take place each day (except day 5) to enable them to reflect on the training so far in the workshop. Each day there is a different theme. Today, it is 'Reflections on Learning'. Participants stand in one large group (if under 20 participants) or two small groups (if over 20). They stand in a circle, facing inwards. They take turns to throw a ball around. When a participant receives the ball they think of something that they learnt during the workshop yesterday. Start with an example: "Yesterday I learnt that when children come to school they already have a lot of knowledge which we can base new learning upon."
Pictures from yesterday and Introduction 10 mins	As participants sit down, hand them back the picture that they drew in the child-centred lesson yesterday. Let them read the comment that has been added, and suggest they show their comment to the other members of their group. Then ask: "What do the comments all have in common?" They all have praise and all also have a suggestion for improvement. Ask: "Is this assessment?" Answer: Yes. It is formative assessment. Because it helps the teacher to plan for future learning, and it also helps the learner to improve in the future. Point out to participants that grades are not always necessary for effective formative assessment to take place.

	Present the success criteria to participants, and say: “Today’s session will build on what was learnt yesterday, by moving from what the learners does to what the teacher does and from the lesson procedure to lesson planning, linking child-centred learning to the textbooks and curriculum in Bangladesh.”
Lead in 5 mins	Write the question on the board: What did you do at school today? Ask participants: “Who do you think is asking the question?” Elicit ideas. It may be parent to child, child to child, or even friend to teacher! Say: “Let us imagine it’s a parent to a child... Do you ever ask your children this question? If no, why not? If yes, what do your children say?” Get a few examples from the participants. No pairwork yet.
Inspiration 25 mins	Point out the 10 Statements on the walls. They are all responses to the question: What did you do at school today? Each statement has a number. Tell participants to stand and move round the room, working in pairs for 15 mins. They should read each statement and discuss the following question (write it on the board or a sheet of flipchart paper): “Which children are talking about a child-centred lesson and which ones are not?” Make a note only of the statements that are <u>not</u> from a child-centred lesson. Monitor and help if necessary. Tell participants to sit down when they have finished. Hand out the ‘Mini-boards’. Tell them: “This is a resource which teachers can use for assessing groupwork. The idea is simple. You ask a question, and, instead of shouting out their answer, the groups discuss, write their answer down on their mini-boards and hold it up for you to see. This way the teacher can see what every group thinks before giving the answer. It is another type of formative assessment that doesn’t require grades.” Tell them that they have 3 minutes in their groups to discuss and write down on their mini-board the numbers of the statements that are not child-centred. When all the groups are ready, they should hold up their mini-boards at the same time. Only statements 9 and 10 are (probably) not child-centred. All the rest are, or could definitely be child-centred lessons. Tell participants that the remaining statements (1-8) are all in the Participant’s Handbook, Session 4, Resource 2.
Contextualisation 10 mins	Say to participants: “I’m going to ask a question, but please don’t shout out the answer. We will do ‘Think, pair, share’. OK? Here is the question: What is the opposite of child-centred learning?” Participants do a quick ‘Think, Pair, Share’. They think in silence for 10 seconds, then tell their partner for 1 minute only, and then feedback to you. Some teachers may say that ‘Teacher-centred learning’ is the opposite. Note that there is also the term

	<p>‘Content/curriculum-centred learning’, in which the ‘enemy’ is not the teacher, but the curriculum. If they don’t make the point themselves, say: “There is no opposite. There is no enemy. Teachers are an essential part of child-centred learning, as is content. Without either of these, learning cannot be effective. Child-centred learning is simply <u>good learning</u> which puts the needs of the children first. It does not exclude teacher-led lesson stages, which are also an important part of learning, but it often moves the main focus of many lesson stages away from the teacher and the board – “chalk and talk” – to activities that involve the learners more actively. For today, let’s call the opposite ‘ineffective learning’. We see ineffective learning in classrooms all around the world. Unfortunately, because of the lack of training and support for teachers, the lack of resources and large class sizes for learners, and other problems, ineffective learning is more common in low-income countries. This includes the current situation in Bangladesh. But let us not equate ineffective learning either with Bangladesh itself or with traditional learning in Bangladesh.”</p>
Exploring child-centred learning 20 mins	<p>Tell participants to look at Resource 1. Explain the task (see instruction on Resource 1). Read the first example, and make sure they are clear about the opposite (non-child centred lessons). Tell them to think about what they learnt yesterday about child-centred learning, but also to think about the statements on the walls, which will help them. Elicit ideas for the second question. Tell them to complete the rest of the table in their groups. They have 20 minutes.</p> <p>Monitor and provide help where necessary. Make sure that they don’t look at Session 4, resource 4, which provides possible answers to the questions! If any groups haven’t finish by the break, encourage them to continue discussing so that they are ready for feedback straight after the break.</p>
BREAK	Take morning break here.
Consolidation of learning 20 mins	<p>When they’ve finished, get feedback (you can use nomination sticks). If there are 2 facilitators present, one could respond to the ideas and the other could take notes on a sheet of flipchart paper or on a chalkboard.</p> <p>Finally, let participants look at Resource 4. Explain that there are many more ideas and answers for each box.</p> <p>Note: Questions E and G relate to the complex issues of differentiation and assessment respectively. Keep things simple. They should be able to draw on what they learnt about how the teacher differentiated in the child-centred lesson, and also how assessment was carried out both during and at the end of that lesson.</p>
Synthesis 20 mins	<p>Now participants compare the 8 statements on resource 2 with the ideas on resource 1. Read the instruction on resource 2. Explain that some statements could link to several questions, others link to just 1. An example is provided, but do a second example with</p>

	<p>number 2 to check they all understand. They should do this activity in pairs. Monitor and help where necessary.</p> <p>Feedback follows. Possible answers (the most obvious answers are in bold):</p> <p>1 relates to questions A, B, C, D. 2 relates to questions A, B, C, D, G. 3 relates to questions A, B, C. 4 relates to questions B, C, F. 5 relates to questions A, B, C, D, F. 6 relates to questions A, C, D, G. 7 relates to questions A, C, D, E, G. 8 relates to questions A, B, C, E, F.</p>
<p>ECL (Optional – if time)</p> <p>15 mins</p>	<p>If some of the participants have experienced or trained to do ECL (Each Child Learns), spend 15 minutes discussing this now.</p> <p>Organise groups so that there is a least one teacher who is experienced in ECL in each group. Write the following question on the board or sheet of flipchart paper, and give participants 10 minutes to discuss:</p> <p style="padding-left: 40px;">1. Which of the statements on resource 2 describes an Activity-based lesson?</p> <p>Answers will vary depending on the participants' impressions. All of the facts on resource 4 can describe ECL, and most of the activities on resource 2 could also be done in an ECL lesson.</p>
<p>Application</p> <p>35 mins</p>	<p>Participants do this activity in groups. If you like you can keep them in their normal groups. Alternatively, if you think it is beneficial, put them in groups according to subject specialisation (e.g. mathematics teachers together, Bangla teachers together, etc.).</p> <p>Show Resource 3 to the participants, and read the instructions on the resource. The groups should first choose a subject and a grade. It's nice if you have a variety of subjects and grades chosen by the different groups, but the choice is theirs. You must have access to the textbook for the required subject and grade, so if you do not have all the textbooks, let participants know what they can choose from.</p> <p>Once groups have chosen and have got the required textbook, they can begin.</p> <p>Monitor groupwork. Help any pairs who are moving slowly. If necessary, suggest they concentrate on just 1 or 2 activities in the unit.</p>
<p>15 mins (optional - only if Activity-based learning activity, above, was not done)</p>	<p>Optional share activity: Each group joins with another group and presents their findings to another group. The 2 groups can ask each other questions as they like.</p>
<p>20 mins</p>	<p>Whole group discussion. Go through the questions 1 by 1, getting one group only to provide their answer (to save time). If necessary add your own ideas, suggestions and guidance. Finish by reading the Note at the bottom of Resource 3.</p>
<p>5-10 mins (optional – if time)</p>	<p>Ask participants to look at their definitions of child-centred learning again. Allow them to make any changes based on what they have learnt in this session.</p>

10 mins	<p>Conclude the session by evaluating success criteria using the mini-boards. Explain to the groups that you will ask a question, and the group should agree and write their honest answer on the mini-board. Ask the following questions:</p> <ol style="list-style-type: none"> 1. How easy was it to adapt the coursebook materials for child-centred learning? 1 is very easy. 2 is easy. 3 is medium. 4 is difficult. 5 is very difficult. (groups write their number only) 2. How much more practice do you think you will need at adapting the coursebooks for child-centred learning? Groups can write things like: “None, we’re ready!”; “A little.”; “A lot.” 3. Do you think you need different textbooks to do child-centred learning? Hopefully groups will write no!
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Session 4: The 10 statements

1) "Today in English, we did a speaking activity working in pairs. We had to role-play a conversation in Mr. Hasan's shop. I was the customer first, then the shop-keeper."



2) "Today I gave a presentation on my favourite book to the other students. I got three stars and the teacher gave me some ideas for my next presentation."



3) "Today in science we boiled a pan of water on the fire, and then put a mirror above the pan - it steamed up. We learnt that the mirror got wet because the steam was cooling and turning back to water. This is how water gets into the clouds, and when they are full it starts to rain!"



4) "Today in Bangladesh studies we learnt why the Meghna River is important for our village. We need to stop polluting it or all the fish will die and we will have no water to drink."



5) "Today we read about two different types of tree. The teacher asked us to find out what they do to the soil. Then we had to decide which one was better for the farmers in Bangladesh and why. We agreed that the native trees are better."



6) "Today in maths the teacher asked us which is bigger - the door or the window? I said the door, but then the teacher got us to measure them with our rulers, and then to multiply them together. In fact the window is bigger - 2.4m^2 ."



7) "Today in our Bengali lesson we played a spelling game in the playground. The teacher put the letters of the alphabet on the ground and we had to run and collect the letters to spell different words. My team did very well. We got 4 stars!"



8) "Today in English we learnt the names of different animals. We said the names and wrote them down. Then the teacher asked us to choose an animal to draw - I drew a bird, and then we sang a song. I liked the drawing best, but Jamila preferred the song!"



9) "Today the teacher taught us lots of new words. We repeated them together many times, and then individual students said the words, and then we repeated them again. For example... Oh, I've forgotten the words already!"



10) "Today the teacher made us copy a picture from the board into our books and then we copied a description, which I didn't understand. The thing in the picture was called a 'cell'. What's a cell? Is it something good to eat?"



Session 5: Essential resources for child-centred learning

Session 6: Pocketboards

(combined)

Time: c. 60 minutes for session 5. Session 6 needs about 60 minutes for the introduction and demonstrations of the pocketboard, followed by the making. Given that there is a total of 2.5 hours for this afternoon session, there may only be 30 minutes to begin making the pocketboards. However, if participants are prepared to stay a little later, by working together they can complete all of the initial work on their pocketboard in less than one hour. The stitching can be done by a local seamstress, who could be asked to come to the workshop location the following day. Each group will need at least one pocketboard ready for day 4 of the workshop.

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- use low-cost and no-cost items to make teaching and learning materials;
- make a pocketboard and flashcards;

I understand:

- how a pocketboard is used as an effective teaching resource;

I know:

- a range of ideas for using a pocketboard in different subjects at primary level.

SYNOPSIS OF SESSION

Participants begin by considering what resources are available to Bangladeshi teachers. This leads into creative thinking that enables them to recognise that there is a wealth of locally available resources that they could use, often at little or no cost. Participants think of ideas of how to use such locally available resources and present their ideas to each other.

The participants are introduced to the pocketboard and see demonstrations and/or think of their own ideas for using the pocketboard. They then spend the rest of the day making their own pocketboards.

RESOURCES NEEDED

A full-size pocketboard complete with a range of attractive flashcards already made. See the example flashcards in the photo in the Participant's Handbook for Session 6, Resource 2 from Rwanda.

Materials for creating pocketboards:

fabric (1 sheet - 1.5 metres by 3.5 metres - per school minimum; ideally 1 per teacher), rulers (1 per group), pins (c. 50 per group), scissors (1 pair per group) and sewing thread (1 roll per group).

(see guidelines for preparation and use of the pocketboards in the UNICEF Kenya Teaching and Learning

Materials Manual: http://pocketboard.byethost12.com/unicef_kenya_learning_resources.pdf

Plenty of card of assorted colours (A4 size is fine, with at least 20 sheets in an assortment of 4 – 5 different colours) and marker pens and colouring crayons to decorate the flashcards for the pocketboards.

Resources 1 and 2 for session 5.

Resources 1 and 2 for session 6.

A range of low/no-cost, locally available resources (e.g. a pile of stones, a pile of sticks, a few old boxes, bottle tops, leaves, plants, seeds/grains samples of soil, old newspapers, old plastic bottles, etc.). You should have enough for each group to have a nice selection of these from which they can create resources for learning.

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

Think of and rehearse 1 or 2 demonstration activities for the pocketboards lasting 5-10 mins each. Flashcards will also need to be prepared, and should be attractive, using a range of colour and demonstrate reasonable arts skills (see Participant's Handbook for Session 6, Resource 2 for ideas).

Think of simple ideas for interactive learning at the appropriate level. These can be chosen from the UNICEF Kenya Teaching and Learning Materials Manual. For example, an alphabet could be used for simple spelling activity in English or Bangla; numbers can be used for simple arithmetic in maths. Pictures of food could be used in a science lesson (learners could categorise them under headings of Carbohydrate/Energy foods; Protein foods; Nutrient foods; Fatty foods, etc.).

If possible, arrange for a local seamstress/tailor to come in on days 3 and 4 to sew up the pocketboards once they have been measured and pinned.

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	Introduce session and read out success criteria. Find out if any of the participants think they can already do some of these - they may already have experience of using low-cost and no cost resources. Praise them for their current knowledge and tell them that they will demonstrate that knowledge during this session.
Teaching Resources in Bangladesh 15 mins	Tell participants to look at Resource 1 'Teaching Resources in Bangladesh' and to do the activity in their groups. They should think about resources that either they have in their schools or that they can get hold of if they need them for free or at very low costs. As they start to run out of ideas, suggest they look at Resource 2: 'More ideas for making resources' for further ideas. While they are doing this, one of the facilitators should copy the answers of one group onto a sheet of flipchart paper. Groups should have fairly similar answers.
Feedback 10 mins	Show the representative answers of one group. Check that there are no big disagreements (don't worry about small differences in opinion). Hopefully there should be plenty of ideas

	in the first 2 columns to indicate that the teachers do indeed have plenty of resources they can use.
Creative use of locally available resources 20 mins	<p>Present the locally available resources to the participants. Get a few participants to help you to put a selection on each group table, including sticks, stones, rubbish, newspapers, food packaging, plastic, etc. Tell them they should think of 1-2 ways these objects can be used for teaching the following subjects at primary school: Maths, Science, Life skills, Bangla, Bangladeshi Studies, English. Ideas for maths are usually easy, but these get more difficult with other subjects! Tell them that if they need any other resources, if they can find them in the local environment, they can include them in their activity ideas.</p> <p>Mention that they will present these ideas to another group of participants, so they should ensure that they are good ideas. After 15 minutes, tell each group that they will present their best idea to the other participants. Each group will have just 2 minutes to explain their idea.</p>
2 minute presentations 10-15 mins	<p>Groups present their ideas briefly. Make sure they focus on ideas not yet mentioned. Encourage a round of applause after each one.</p>
Introduction of pocketboards 10 mins	<p>Introduce the pocketboard to the participants as something that has been a valuable teaching and learning tool in many parts of the world. The participants have already seen it used in the demonstration lesson. Invite participants to reflect on what the pocketboard is, its specifications, what it is made out of, and how the cards are made. Point out the key advantage, that this is a re-useable resource, ideal for schools with a low-budget and few resources. If the local community is involved in making them, one can be prepared for each class. Sets of flashcards can be shared between teachers, including alphabet sets for English and Bangla, numbers and symbols for mathematics, pictures and words for other subjects.</p> <p>A small range of flashcards should be present on the pocketboard to give participants ideas for its potential, including the cards used in the child-centred lesson (nose, eyes, etc.).</p>
5 mins	<p>Ask the participants if they can remember how the pocketboard was used in the Child-centred lesson? Make sure that these 9 flashcards are on display. Elicit that it was used to match the images with the words. By using the pocketboard, the words and images were instantly available and did not have to be drawn or written on the board. The learners were involved and engaged, as several of them came to the board match the word with the picture, which also demonstrated their understanding. The arrangement of the words and pictures was attractive.</p>
Demonstrations of Pocketboard 20 mins	<p>Demonstration activities (2 at 5-10 mins each) for any two subjects (for example; maths, Bangla). After each one, get suggestions from the participants for other ideas for using the same flashcards.</p>

Showing how to make the pocketboard and cards 15 mins	<p>Ask the participants if they would like one. Hopefully, they'll say 'Yes'. Tell them that they are going to make it now! Tell them that the full instructions are in their Handbook, Session 6, Resource 1.</p> <p>However, it's a good idea to take them through the folding stage, as some participants have found it difficult to measure and fold the pocketboard correctly. A really simple way to show this is to take a large piece of flipchart paper, measure and fold it as per the instructions in the Participant's Handbook while everyone watches.</p>
Creating Pocketboards & Flashcards ?? mins	<p>Give the participants the materials necessary to make their pocketboards, and cards and space to make it. Participants should prepare one as a group (they may want to get into school specific groups if this is being done at a cluster workshop to ensure that each school will take away one complete pocketboard).</p> <p>Make sure a full range of stationery is available, including pins, scissors and rulers - the process is much faster if everybody is involved. Facilitators should monitor and offer necessary help in the process.</p>
Conclusion 5 mins	<p>When the clock signals that the session has ended, get everyone's attention. Look again at the success criteria and use the 'talking thumbs' method to get feedback. Participants simply show the thumbs up sign (👍) if they feel that they have achieved the criterion, and thumbs down (👎) if not. They can also show a horizontal thumb if they're not sure.</p> <p>Tell them that they are welcome to continue making their pocketboards (if possible facilitators should stay late on this day to assist and show commitment), but if anybody needs to go home they are free to do so. Remind them of their obligation that each group/school will need to have one pocketboard complete for the afternoon of Day 4. If a seamstress has been arranged to sew up the pocketboards, let the participants know when he/she will be available.</p>

Session 7: Assessment

Time: 90 minutes

Number of facilitators: 2

SUCCESS CRITERIA

I can:

- identify examples of different types of assessment in a child-centred lesson;

I understand:

- the difference between useful assessment and useless assessment;

I know:

- how and why to involve learners in assessment of their own, and each other's work.

SYNOPSIS OF SESSION

Reflections today are on resources, given that they were a large part of yesterday's training. Straight after reflections, participants have a very short, sudden, unannounced test, and are left confused and annoyed by their results (intentionally). The session then begins with the learners being led through a number of reflection activities in relation to the test to enable them to understand the importance of feedback, and the role that peer-correction can play in helping teachers to complete assessment tasks quickly and effectively. After this, participants analyse the assessment that occurred during the child-centred lesson on day 1 of the training, noticing a range of different assessment strategies. The session is consolidated by revisiting the test. Hopefully participants now understand the correct answers and the reasons for the correct answers.

RESOURCES NEEDED

Ball.

A few spare pencils.

Resources 1 and 2.

PREPARATION

Copy success criteria onto a sheet of flipchart paper.

Double-check that participants have got their names on the front of their handbooks.

PROCEDURE

Stage & Time	Activities
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Reflections on day 2: Reflections on Resources 15 mins	<p>Today's theme for reflections is 'Reflections on Resources'. As usual, participants stand in a circle, throw a ball around and when somebody gets the ball they think about a resource used during the training, whether they like it or not, and why. Start with an example, to give participants ideas and time to think. Example:</p> <p>"This ball is a resource. I like it a lot, because you can play lots of good games with it, and it keeps everyone active and involved."</p> <p>Keep reflections down to 15 mins today if possible.</p>
TEST 5 mins	<p>BEGIN THIS SESSION WITH NO INTRODUCTION AND NO SUCCESS CRITERIA</p> <p>Suddenly become very strict. Tell participants to stop talking immediately, and tell them to look at Resource 1. Read the instructions on the resource and give them exactly 3 minutes. After 3 minutes stop them: "Put your pens down." Make sure there is no discussion or writing. Tell them the answers with no explanation or feedback:</p> <p><u>NOTE THAT THESE ARE THE WRONG ANSWERS! BUT DON'T TELL PARTICIPANTS YET:</u></p> <p>"Number 1, the answer is 'False'. Number 2, the answer is 'False'. Number 3 is 'True'. Number 4, the answer is 'False'. Number 5 the answer is 'True'."</p> <p>Collect in all their Handbooks. Don't allow any discussion or any questions. Tell them that the test is finished! Leave the room.</p>
Introduction 5 mins	<p>Come back in and introduce the session on assessment. Go through the success criteria. Then ask: "So if this is the session on assessment, what just happened?"</p> <p>Participants will probably say that they did a test.</p> <p>Ask them: "What was the test about?" They will say: assessment.</p> <p>Ask them: "How useful was it?" They will say: not very. Elicit why not. Hopefully the following should come up:</p> <p>While the answers are important and useful, we didn't learn why the correct answers were correct or the incorrect ones were wrong. Anybody who made a mistake does not know why they made a mistake. As a result, very little learning happened. Tell participants: "The test you experienced was an example of 'Summative assessment'. It doesn't help learners to learn much, and should be done as little as possible - ideally just twice a year! However, we can also use assessment to help learners to learn. We call this assessment for learning, or 'Formative assessment'. Which type do you think is most important in child-centred learning?"</p> <p>Elicit: Assessment for learning.</p> <p>"And in order to learn from assessment, learners need what?"</p> <p>Elicit: Help with their mistakes and suggestions for improvement, i.e. feedback.</p>
Pair check and informal assessment 10 mins	<p>Tell participants that the answers you gave to the test were not correct. You did this on purpose to put the participants in the position of the learner who doesn't understand why they made a mistake. Ask: "How does it feel?" Not good.</p>

	<p>Hand out the Handbooks again. Tell participants that the answers will be checked a little later in the workshop, but for now they should compare the answers they wrote in pairs, and discuss their reasons for their answers. Also say:</p> <p>“While you are discussing your answers, notice carefully what I am doing.”</p> <p>While they are doing this, monitor carefully, observing and noticing how well they are doing, praising the discussions, etc. Also check which answers most of them got right and which ones caused problems. Try to get round all the groups and learners.</p>
<p>Informal assessment 5 mins</p>	<p>Stop them after about 5 mins. Say:</p> <p>“So far in this session, we have found out the answers to two of the five test questions/statements. Which ones?”</p> <p>First elicit: Number 1. To check they understand why, ask again: “Was the test I gave you useful?” No.</p> <p>“Why not?” Because we didn’t receive any feedback.</p> <p>Then elicit the 2nd one, by asking: “While you were checking your answers in pairs, what was I doing?”</p> <p>Elicit, or explain that you were assessing. Elicit what you were assessing?</p> <p>“I was assessing how well you did on the test. I now know approximately how much you know about assessment. I know which answers most of you got right, and I know which answers caused problems.”</p> <p>Ask: “Why is this important to me as a teacher?”</p> <p>Elicit: Because you now know what to do next – you can use assessment to plan future learning – assessment <i>for</i> learning.</p> <p>“So which of the questions does that answer?”</p> <p>Elicit: Number 4, and then explain:</p> <p>“In every lesson, all good teachers assess the learners many times. Whenever you ask a question, look at what the learners are writing, listen to what they’re saying, you are assessing them informally, and in child-centred learning this includes observing pairwork and groupwork. So, when you were doing the pairwork, I was doing assessment at the same time.”</p>
<p>10 mins Peer correction</p>	<p>Ask: “Would you like to check the ‘real answers’?” They will say yes! Tell them that you as a teacher now have a problem – you need to record marks for all your learners, but you don’t have time to correct everyone’s test individually. Find out if this is a problem they also have – it probably is. Elicit suggestions as to what you can do. If nobody guesses, tell them to look at question 3 in the test.</p> <p>Instruct learners to put away their pens and to pick up pencils only. You may need to give out a few pencils at this stage. Tell participants to swap their tests with their partner. They will correct their partner’s work, using pencil only. Then they will write their partner’s score beneath the test. Tell them that they are allowed to check that</p>

	<p>their partner is correcting correctly, and to ask you if they have any disagreements. Now provide the real answers as follows:</p> <p>Answers:</p> <p>1. T; 2. F; 3. T; 4. T; 5. F.</p> <p>Participants may have questions. Tell them that these will become clear soon. They should now record their partner's score. Say: "Please check that your partner has scored your test correctly. Any disagreements?" There will be few if any. You should walk round and make a note of everyone's score, as teachers are required to do every 2 weeks in Bangladesh. Ask: "Do you think that your learners could do what you just did?" Hopefully they will say 'Yes'. Now ask: "Which statement in the test does it relate to?" Answer: 3. So we now know that 3 is true. Point out that it only took you a few minutes to record the marks of the whole class – very useful for teachers if they need to record marks, but are worried about taking time away from learning. Mention the fact that at higher grades, learners can even do this themselves – self-assessment. Also mention the fact that by giving them this responsibility, you are creating more responsible learners.</p>
<p>Analysis of assessment in the child-centred lesson</p> <p>15 mins</p>	<p>Tell participants that they are going to do a groupwork activity now, but that you haven't forgotten about statements 2 and 5, the answers to which will become clear soon.</p> <p>Tell participants to look at Session 7, Resource 2, and explain the task as per the instruction. Do the 1st one as an example, eliciting the answer:</p> <p>1. The teacher made the learning outcomes clear during stage 1, and avoided using technical language by using 3 simple 'I can...' statements.</p> <p>Provide a time frame (15 mins) and let them begin.</p> <p>Monitor and help as required.</p>
<p>Check answers</p> <p>10 mins</p>	<p>Check answers to the remaining 6 questions:</p> <p>Answers:</p> <p>2. In stages 4 and 7, while learners were practising in pairs. The teacher monitored the learning, assessing through observation.</p> <p>3. In stages 12, and also after the lesson when the teacher checked the learners' pictures. As each picture was labelled with the learner's name, the teacher could assess each learner individually – an added advantage.</p> <p>4. Self- and peer-assessment happened during stage 13.</p> <p>5. Obviously during stage 15 by asking questions to individual learners. But also through the assessment of the individual pictures, and when the pairwork was being monitored. All of this contributed to the teacher's awareness of how well the learners as a group and as individuals achieved the learning outcomes.</p>

	<p>6. Learners received feedback on their work the next day through the comments that were written on the pictures. Most, if not all learners received suggestions for improvement. They also received spoken feedback when the teacher was monitoring.</p> <p>7. No grades were given. None were needed for learning. Although some learners do like to get grades (especially high achievers), they do not contribute to the learning itself.</p> <p>Answer any individual questions if necessary.</p>
<p>Return to the test</p> <p>5 mins</p>	<p>Tell participants to look back at their test. The answers to statements 2 and 5 should now be clear.</p> <p>Statement 2 – A large amount of assessment took place during that lesson, and it was useful both to teacher and to learners. But no marks were given. So it's false.</p> <p>Statement 5 – False. It is not necessary to assess <u>every</u> learner individually at the end of every lesson – this didn't happen in the child-centred lesson. It can be very time-consuming, especially in a large class, and takes too much time away from learning. In the child-centred lesson, the teacher informally noticed what every learner was doing and how they were coping. It is OK to get a general impression of how the majority of the learners have done. Good teachers get a feel for what individuals are and aren't learning, and are able to provide individual support based on this.</p>
<p>Conclusion</p> <p>5 mins</p>	<p>Go through the success criteria. After each one ask 1 or 2 questions to check achievement. For variety and engagement, instead of using the nomination sticks, you could throw the ball to one learner for the first question, and get them to choose which learner receives the ball for the next question.</p> <p>Suggested questions:</p> <ol style="list-style-type: none"> 1. Provide an example of assessment in the child-centred lesson (see Resource 2 for possible answers) 2. Was the test at the start of this lesson useful or useless? Why? (useless, because there was no feedback and no learning) 3. What are the advantages of involving learners in assessment of their work? (it saves time and gives learners responsibility and autonomy)

Session 8: Challenges and solutions

Time: 120 minutes

Number of facilitators: 2

SUCCESS CRITERIA

I can:

- work collaboratively to find solutions to problems that teachers face;

I understand:

- how to choose between individual work, pairwork and groupwork for learning activities;

I know:

- possible solutions for 5 common problems that teachers face when trying to implement child-centred learning in Bangladesh.

SYNOPSIS OF SESSION

Participants will look at 5 of the common challenges experienced in the classroom when implementing child-centred learning and discuss solutions in groups. 5 groups will present the 5 solutions. After this groups consider the question of when to choose between individual, pairwork and groupwork, through a categorisation activity.

RESOURCES NEEDED

Resource 1, 2 and 3

Board or flipchart paper

Mini-boards

Cards for Resource 2 (below, not in the Participant's Handbook)

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

Copy and cut up the Cards for Resource 2 (below).

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	Introduce the session and the success criteria. For variety, you can use the nomination sticks and get 3 individuals to read out the 3 criteria.
Explain task	Tell participants: "The first activity in this session has 2 main aims:

<p>5 mins</p>	<p>1) to prepare you for the most common problems encountered when implementing child-centred learning in Bangladesh;</p> <p>2) to develop your problem-solving skills, so that you will be better prepared to solve any problem when it arises.”</p> <p>Tell participants to look at Resource 1 and explain the challenge: “You will have 25 minutes to discuss 5 common problems. Your aim is to solve these problems! You should spend 5 minutes discussing each one and thinking of solutions. You should make brief notes of the solution in the box below the problem. After 25 minutes, 5 groups will present their solutions, and other groups will comment on the solutions. After that we (the facilitators) will provide our opinions and suggestions.”</p> <p>Check they have understood by asking the following instruction check questions:</p> <p>a) How much time should you spend on each problem? (5 minutes)</p> <p>b) Is your aim to describe the problem or to think of a solution? (Think of a solution)</p> <p>c) What will happen after this? (5 groups will present their answers)</p>
<p>Groupwork problem-solving</p> <p>25 mins</p>	<p>Groups discuss and solve problems. Monitor carefully for the following reasons:</p> <ul style="list-style-type: none"> • Check that each group is spending no more than 5 minutes on each problem. If necessary remind them to move on. • Listen carefully to the solutions and decide which groups you will get to present on each of the 5 problems. Choose groups who have the best solutions. This will boost their self-confidence and belief in their own ability to solve these problems. <p>5 minutes before the end, tell the 5 groups who are presenting, which problems they are presenting on. Tell them they will only have 3 minutes and that at least 2 group members should be involved in the presentation. They do not have to read out the problem again as part of their presentation, and the ideas are presented orally – no writing. Other groups will have an opportunity to ask questions.</p>
<p>Presentation of solutions and reading</p> <p>45 mins</p>	<p>The 5 presentations will each take 7 minutes using the following format:</p> <p>3 minutes: presentation</p> <p>c. 2 minutes: questions and comments from other groups, who can also add their individual solutions</p> <p>c. 2 minutes: the facilitators add any points that have been missed (see Resource 3). Watch the time carefully.</p> <p>After the 5 presentations (c. 35 mins), praise the participants for their problem-solving skills and inform them that there are a number of solutions provided on Resource 3. However, these are generic solutions and it’s possible that the participants’ solutions will be more effective in their own context. Give them c.10 mins to read these and add any notes they want to from the solutions presented.</p>

Individual, pair or groupwork? Discussion 15 mins	<p>Introduce the next activity by telling participants: “One of the most important decisions that a child-centred teacher has to make is when to do activities individually, when to do them in pairs or threes, and when to do them in groups of 4 or 5. All 3 are important, but if we choose the wrong one for an activity, less learning happens.”</p> <p>Tell participants to look at Resource 2. Say: “In a minute I will give you 9 cards, describing different activities. In your groups you will read the information provided on Resource 2, and decide whether each activity is best done as individual work, pairwork or groupwork. If you are certain, you can write the activities in the Examples column on Resource 2 in pen. If you’re not certain, you can write them in pencil. You have 15 minutes. First take a few minutes to read the information on Resource 2.”</p> <p>While they are reading, distribute a set of the Cards for Resource 2 (below, not in the Participant’s Handbook) to each group, and let them begin.</p> <p>Monitor carefully, and give advice as required.</p>
Feedback 15 mins	<p>Tell groups to use their mini-boards. They should first write down the 3 activities they thought were best done individually. Get all groups to hold up their mini-boards together. Confirm the answers and allow teachers to provide reasons for any differences of opinion. Do the same with Pairwork and then Groupwork. Suggested answers are as follows:</p> <p>Individual work: 1, 4, 7. Pairwork: 2, 5, 9. Groupwork: 3, 6, 8.</p> <p>Note that activity 8 requires groups, because they need to interview a number of students to complete a survey. However, the interviews themselves will take place in pairs, so participants may prefer to categorise this as a pairwork activity. Note also that activities 5 and 9 are better in pairs than in groups, because these are quick checks and can be done with a partner more easily than in groups.</p> <p>Emphasise the fact that groups of 6 or more are rarely effective at primary level, although they can be effective at secondary level (and with adults!).</p> <p>If there is time, draw the following triangle on the board/flipchart paper, and explain when ‘Think, pair, share’ is most useful, and when ‘Triangular learning’ is most useful. Both are explained at the bottom of Resource 2, but this additional explanation should make it clear. Use the example of critical thinking (e.g. why questions) for ‘Think pair share’, and the example of practising a new function in mathematics for ‘Triangular learning’.</p>

Conclusion 10 mins	<p>Review success criteria. For each one, they will need their mini-boards to complete a groupwork task.</p> <ol style="list-style-type: none"> 1. “How did working together help you to find solutions? Write your answers on your mini-boards now. You have 1 minute.” After 1 minutes, get the groups to hold up their mini-boards. Read out the answers, or get group members to do so. 2. “Write down one activity that is most effective if done in pairs. Use your mini-boards. You have 1 minute. Try not to look at your notes!” After 1 minute, groups hold up mini-boards, and answers are checked. (If any groups object to other groups looking at their notes, remind them that this is formative assessment and formative assessment is an opportunity for learning as well as checking what has been learnt!) 3. “Write down 1 thing you should do if you have a lot of absenteeism in your class.” After 1 minute, mini-boards are held up, and answers are checked.
INFORMATION FOR THIS AFTERNOON	<p>This afternoon participants will be travelling to a local school to transform a classroom into a Stimulating Classroom. Tell them to bring their handbooks and wear practical clothes for creating resources and decorating a room.</p>

Session 8: Cards for resource 2

Copy and cut up 1 set per group. Answers are as follows: The first 3 (1, 4, 7) are probably best done individually. The second 3 (2, 5, 9) are probably most effective in pairs or threes. The final 3 (3, 6, 8) should be most effective in groups.

1) Learners are practising handwriting skills in Bangla or English.
4) Learners are practising basic operations that they can already do in mathematics, such as addition or multiplication exercises.
7) Learners are writing a short text about their family, or labelling a picture of their house.
2) Learners are practising speaking skills in English, for example role-playing a dialogue.
5) Learners have just done an exercise individually, but they might want to discuss their work before checking the answers.
9) The teacher has asked a challenging question, and learners need an opportunity to check their ideas before answering.
3) Learners are trying to think of possible solutions to a difficult problem.
6) Learners are preparing a poster / presentation on something they have learnt.
8) Learners are doing a survey activity, in which they interview each other to find out information about their family members.

Session 9: The stimulating classroom

Time: 60 minutes

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- identify the features and characteristics of a stimulating classroom;

I understand:

- why stimulating classrooms are an important part of learning;

I know:

- a wide range of ideas for making any classroom in Bangladesh stimulating.

SYNOPSIS OF SESSION

Participants go to a nearby school, where they find out what a stimulating classroom is and why it's important. They discuss and plan for how one classroom in the school can be made stimulating. This leads directly into session 10: Make and do, which should start before the break to allow as much time as possible.

RESOURCES NEEDED

Resources 1, 2 and 3 in the Handbook

Other resources will be needed at the school for the subsequent session: Make and Do - see that session for details.

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

Inform participants before lunch that they will need their handbooks, any useful stationery that they have, and they should also wear practical clothes because they may be getting dirty!

Arrange transport if necessary to ensure that all workshop participants are at the local school for the start of the session. Also arrange for afternoon refreshments to be served at the school.

One of the classrooms should have been painted in advance, and the lower 1 m of the walls should have been painted in blackboard paint to create 'wall chalkboards'. Find out from the headteacher which classroom this is, and check it. The desks should be arranged in a traditional arrangement for now. Most of the session will take place in this room, but the session will in fact begin in an unprepared classroom, with participants sitting at desks in a traditional arrangement.

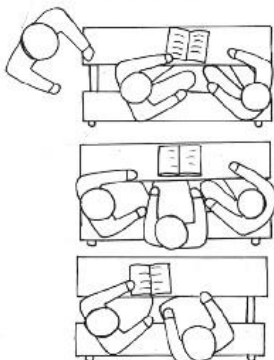
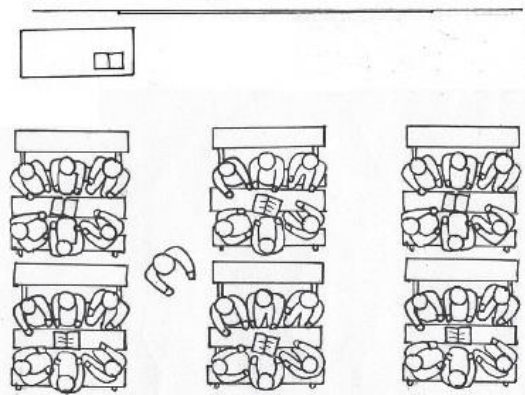
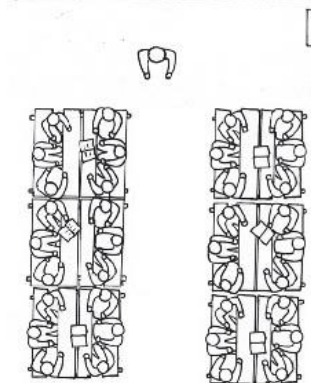
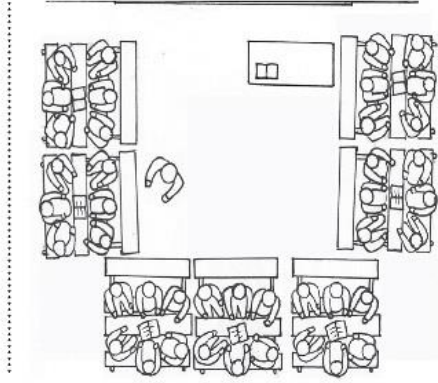
Pre-prepare the chalkboards of the unstimulating classroom with the questions provided below.

NOTE – INVOLVEMENT OF THE LOCAL COMMUNITY

For full success, you should involve members of the school and local community to help with this challenge. The classroom teacher of the class to be transformed should be carefully consulted in advance and their opinion included when decisions are made. It may also be possible to consult learners and involve them in resource preparation. The PTA and local UPAZILA staff should be consulted before the workshop starts, to ensure that the required materials / resources and manpower are available. The stimulating classroom should be seen as a community investment. If possible, this classroom should also be used for the teaching of lessons on day 5 of the workshop, and even for the closing ceremony with the local community involved. See Preparation for the Workshop, above for more information.

PROCEDURE

Stage & Time	Activities
Introduction: the Unstimulating Classroom 15 mins	<p>Take participants into a normal classroom in the school (not the classroom that has been painted in preparation for decoration) and sit them down at the desks.</p> <p>Introduce the success criteria for this session. Don't tell them what a stimulating classroom is yet. Participants discuss the following questions (written on the chalk board) for 5 minutes:</p> <ol style="list-style-type: none"> 1) What do you think a 'stimulating classroom' is? 2) How stimulating is this classroom? 3) How could it be made more stimulating? (think of 2 or 3 simple ideas) <p>After 5 minutes get brief feedback. Participants should be able to guess what 'stimulating classroom' means, and will probably conclude that this classroom is not very stimulating and that the addition of posters will make it more stimulating.</p>
The Stimulating classroom 15 mins	<p>Tell participants to look at Resource 1. It shows stimulating classrooms from developing countries around the world. Participants discuss the questions around the images for 5 minutes:</p> <ul style="list-style-type: none"> • What can you see? • Which country is it in? • How are the resources made? • What are the resources for? <p>Some of the answers are on Resource 2 (e.g. wall chalkboards, pocketboards, which the participants have already met, posters, bright colours). Regarding the countries, the top 4 images show classrooms in Kenya, Ethiopia and Rwanda, and the bottom images show stimulating classrooms in Bangladesh. Participants should be able to use their common sense to work out what the resources are for. They then check their answers by reading all</p>

	<p>the information on Resource 2. If they have any questions remaining, allow them to ask at the end.</p> <p>Ask them if the images and the ideas have inspired them. Hopefully they have. Mention the fact that, while it takes a considerable amount of effort to make a plain classroom stimulating, once the classroom has been transformed, small additions, repairs, etc. can keep it stimulating for years to come, making lessons more engaging, learning easier and your job more enjoyable as a result. Tell the participants that they are going to transform a classroom in this school, and that the work has already begun!</p>
<p>A Stimulating Challenge</p> <p>20-30 minutes</p>	<p>Tell them to stand up and take them to the classroom that has been prepared. Hopefully the walls have been painted with a bright stimulating colour, and the bottom metre of the wall has been painted with blackboard paint. Tell them to sit down. Tell them to read Resource 3 'A stimulating challenge' in their Handbooks. Check they understand how much time they have and tell them to begin. Different groups will take different amounts of time, depending on their organisational skills and also the requirements of the classroom. See below for some examples of how traditional desks can be arranged in order to make learning more child-centred; taken from Teaching English in Africa (Anderson, 2015).</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 10px;"> <p><i>Solution 1</i></p>  </div> <div style="text-align: center; margin: 10px;"> <p><i>Solution 2</i></p>  </div> <div style="text-align: center; margin: 10px;"> <p><i>Solution 3</i></p>  </div> <div style="text-align: center; margin: 10px;"> <p><i>Solution 4</i></p>  </div> </div>

Conclusion 2-3 minutes	Read through the success criteria, using 'Talking thumbs' to get participants to evaluate the session. Remind participants that they will use their ideas for resources in the next session – 10: Make and Do.
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Session 10: Make and do

Time: 90-120 minutes

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- create effective resources for child friendly learning;

I understand:

- how creating resources can develop higher order thinking skills;

I know:

- how to work as a team to transform a plain classroom into a stimulating classroom.

SYNOPSIS OF SESSION

Leading on from the previous session, the facilitators challenge the participants to turn the classroom into a stimulating one. Using the information and ideas in Resources 1-5, as well as their own ideas, participants spend the rest of the afternoon creating the resources and decorating the classroom. At the end, they consider how the activities they were engaged in involve different thinking skills from Bloom's Taxonomy.

RESOURCES NEEDED

The more resources you have for resource creation, the better. In the time they have, participants will probably be able to create 10-20 posters for the classroom, 5-10 resources for the learning corner, and other things as well. This is a suggested list:

Poster paper / card / rice sacks for creating the posters (20-30 sheets)

Marker pens / poster paints and brushes of varied colours for creating the posters

Colouring pens and pencils

Different types of card of different size, colour and thickness

1 ream of A4 paper

2 old socks and 2 paper bags (for the puppets).

Locally available no-cost resources, such as sticks, stones, bottle tops, plant cuttings, recyclable rubbish (cardboard boxes, plastic water bottles, plastic bags, old packaging from food, old newspapers, etc.).

Stationary to include: plenty of pairs of scissors, pencils and pens, rulers, a stapler, a corrector pen, lots of glue, sticky tape, string, elastic bands, a protractor and compass (for the learning wheels).

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

See notes for Session 9 above and Preparation for the workshop above to ensure that everything is ready for this session. As mentioned in session 9, members of the local community may be able to participate in the resource creation process.

Afternoon refreshments can be served partway through this session. Participants can continue resource making during the 'break'.

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	Introduce the success criteria for the session, which follows on directly from the previous one. Participants will already have decided what resources are required to make the classroom stimulating. Tell participants: "You have to the end of the day, working as a team, to turn this classroom into the most stimulating classroom in Bangladesh! Remember to use the ideas you discussed in the previous session (Stimulating Classroom). You have all the resources you need, and you have your ideas and skills" (and possibly members of the community if they have been engaged). To provide extra motivation, let them know that the closing ceremony for the workshop will take place in this classroom, and some of them will also teach their demonstration child-centred lesson in this classroom.
Division of labour 3 mins	Depending on what tasks are required and what resources need to be made, advise participants to work in 2 main groups, with one group focusing on the resources for the learning corner, and another group working on the wall decorations. You may also need to create a third group, depending on other responsibilities and ideas that the participants have.
Ideas in the Participant's Handbook 2 mins	Let the participants know that the Handbook is full of ideas to help them. Resources 1 and 2 will provide plenty of ideas for the Learning corner, and Resources 4 and 5 will provide ideas for posters and wall decorations. Hopefully by now they will be ready to begin!
Resource creation c.75-120 mins depending on time	Participants create the resources. Monitor and be on hand to make suggestions. The groups should work well together, but always keep an eye out for 1 or 2 participants who may think that this resource creation is not so important for them, and as a result they may avoid participating. Gently remind them that this is as important as any part of this workshop! Mention to the Poster group that they should also create a display board for students' work.
Bloom's taxonomy 10 mins	At the end of the afternoon, get participants to display all the resources they have made in the classroom. People may want to take photos. After they have done so, tell them to sit down at the desks (which have now hopefully been rearranged as appropriate for a child-centred classroom). Ask participants if they felt they were learning anything as they were creating the resources. Elicit some ideas from different group members.

	<p>Tell them to look at Resource 6. If participants don't know Bloom's Taxonomy, you may need to introduce it briefly:</p> <p>"This pyramid shows 6 different thinking skills that are important in education. Often in more traditional education, much of what we do involves remembering and understanding. These are important, but they are also the easiest thinking skills. If we also spend time developing the other four thinking skills, learners will become better at studying, and will also have a wider range of skills that are useful when they leave school."</p> <p>Ask participants which of the thinking skills they practised this afternoon. They will obviously say creating, but also point out that they were probably applying theories of learning, analysing the resources and materials available, and evaluating how effective their resources and posters were after creating them. In other words, in this enjoyable session they practised all the 'higher order thinking skills' from Bloom's taxonomy. Point out that learners would benefit equally from creating such resources. They will take pride in the classroom and responsibility for looking after the resources will be shared. It also reduces the teachers workload a lot!</p>
<p>Conclusion 5 mins</p>	<p>Review the success criteria at the end of the session. After the first one, ask participants:</p> <p>"Where is the evidence that you have achieved this criterion?" (Hopefully all around the classroom)</p> <p>After the second, ask "What are the higher-order thinking skills?" (let them refer to Resource 6 if necessary) "Which did you practise today?"</p> <p>After the third, ask "How much work does it take to transform such a classroom? How much time did it take you? Do you think this is possible to do at your school? Who can you get to help you?" (learners and the community) "Will you do it just for one classroom or for every classroom? What will be the most important benefit of doing this?" (more learning)</p> <p><i>Note: Depending on the situation and the school, you may want to leave the resources here, or take them back to the training centre. They will need to be in the stimulating classroom for the final day of the training.</i></p>

Session 11 for teachers: Teambuilding

Note: Session 11 for trainers is below.

Time: 90 minutes

Number of facilitators: 2

SUCCESS CRITERIA

We can:

- identify what support we will need as we move towards a child-centred approach to learning;

We understand:

- that sharing experience, resources and ideas can be useful for everybody;

We know:

- what we will do as a team to help each other to implement the new methodology.

SYNOPSIS OF SESSION

After reflections on day 3, which focus on internal beliefs and opinions, participants begin discussing how they can support each other at cluster/sub cluster level, working initially in subject specific groups. 3 groups are selected to present to everyone, after which a plenary discussion is facilitated on the best way forward. Conclusions are made and action points for planning are determined to ensure that teachers receive the necessary support.

RESOURCES NEEDED

Resource 1

PREPARATION

Copy success criteria onto a sheet of flipchart paper.

If possible relevant officials from the cluster/sub-cluster level should be present, to ensure that the suggested plan of action agreed upon by the workshop participants is taken forward appropriately.

PROCEDURE

Stage & Time	Activities
Reflections on day 3: Personal reflections 20 mins	Today's theme for reflections is 'Personal Reflections'. As usual, participants stand in a circle, throw a ball around and when somebody gets the ball they think about how the training has influenced their own beliefs and opinions. Have your opinions changed during this training? What about your beliefs? Start with an example, to give

	<p>participants ideas and time to think. You could take one from a previous workshop, or mention the following quote taken from a workshop evaluation form:</p> <p>“Before this workshop, I believed that assessment always had to be done by the teacher, and always involves marks and correction. Now I see that assessment is mainly about noticing how learners are progressing, and that learners can be involved in self and peer-assessment.”</p>
<p>Introduction</p> <p>5 mins</p>	<p>Introduce the session and the success criteria, emphasising the ‘we’ – this session is all about teamwork! Explain that this session is a fairly open opportunity for teachers to decide how they are going to support each other as they begin to implement the new methodology. Session 16 tomorrow (Child-centred learning in our school) will look at the question of how you will start using the methodology in your lessons, and support each other at school level, but this session is focusing on how you (plural – apnara) will stay in touch, help each other, meet up again, share resources and ideas over the next year as teachers from a number of different schools.</p>
<p>Initial discussions</p> <p>20 mins</p>	<p>If they are not already doing so, teachers should sit in subject-specific groups (e.g. all maths teachers together), with each group including teachers from different schools within the same (sub-)cluster.</p> <p>Ask teachers to look at Resource 1. It provides questions for discussion and some suggestions:</p> <ol style="list-style-type: none"> 1. How can you help each other as you try to implement child-centred learning? 2. How soon would you like to meet again to discuss your progress? 3. What would you like to do at such a meeting/workshop? 4. What other ways can you share ideas, experiences and challenges? <p>Inform them that they will have 20 minutes for the initial discussion, then the facilitators will select 3 groups to present their ideas to their colleagues. A whole group discussion will follow, and a decision will be made on what elements will be taken forward within the (sub-)cluster.</p> <p>It’s important that at least one group member takes clear notes, so that facilitators can read their ideas - suggest that they nominate a secretary.</p> <p>Teachers begin their discussions. During this period, both facilitators should monitor carefully and select 3 groups who have different opinions about how best to provide peer support. If by chance all groups have similar opinions, you can just get 1 or 2 presentations, and then the discussion on the way forward is much easier. If opinions are very different in all groups, select 3 groups that, in your opinion, have the best suggestions.</p> <p>Inform these groups a few minutes before the end of the discussion that they will present, and let them choose 2 or 3 members for the presentations. Remind them that their presentation should be brief (max 5 minutes).</p>

3 Group presentations 15 mins	<p>Before the presentations mention that these 3 groups were chosen because they represent the range of opinions among all the groups. The other groups should listen carefully and take notes, because a discussion will follow in which we will decide which elements from the presentations to take forward.</p> <p>The three groups present their ideas. While they are doing so, one of the facilitators should take brief notes on a chalk/whiteboard or a sheet of flipchart paper.</p>
Plenary discussion 20 mins	<p>Now facilitate a whole group discussion, in which the aim is to get broad agreement over which of the suggestions should be included in the recommended plan of action for the cluster/sub-cluster over the next year. Begin by getting the opinions of the groups that did not present, taking notes on the board/flipchart paper as appropriate.</p>
Conclusion 10 mins	<p>At this concluding stage, the facilitators should summarise the conclusions reached. If relevant cluster/sub-cluster officials are present, they can be involved as appropriate to ensure that the suggestions that have been agreed upon are implemented. It will be a good idea to document the suggestions as follows:</p> <ul style="list-style-type: none"> • Photos may be taken of the notes recorded on the board/flipchart paper; • One of the facilitators should draft an email with the relevant suggestions, and forward it to school headteachers and the relevant cluster/sub-cluster officials, to begin the planning process. <p>Review the success criteria. Tell participants that, given that this is a planning session, you, the facilitators, will evaluate achievement of success. After each criterion, give your opinion as to how well it was achieved.</p>

Session 11 for trainers: Teambuilding

Time: 90 minutes

Number of facilitators: 2

SUCCESS CRITERIA

We can:

- identify ways that we can help each other as teacher trainers as we conduct the training;

We understand:

- that sharing experience, resources and ideas can be useful for everybody;

We know:

- what we will do as a team to help each other to help the teachers of Bangladesh.

SYNOPSIS OF SESSION

After reflections on day 3, which focus on internal beliefs and opinions, participants begin discussing how they can support each other during the teacher training phase, and each group summarises their discussion on a poster. A gallery walk activity follows, in which participants read and discuss each other's ideas. This is followed by a plenary discussion in which we, hopefully, come to an agreement. Conclusions are made and action points for planning are determined to ensure that the necessary support is forthcoming.

RESOURCES NEEDED

Resource 2 - A Support Network for Trainers – see below.

PREPARATION

Copy success criteria onto a sheet of flipchart paper.

Copy Resource 2 below – 1 per participant.

PROCEDURE

Stage & Time	Activities
Reflections on day 3: Personal reflections 20 mins	Today's theme for reflections is 'Personal Reflections'. As usual, participants stand in a circle, throw a ball around and when somebody gets the ball they think about how the training has influenced their own beliefs and opinions. Have your opinions changed during this training? What about your beliefs? Start with an example, to give participants ideas and time to think. You could take one from a previous workshop, or mention the following quote taken from a workshop evaluation form:

	<p>“Before this workshop, I believed that assessment always had to be done by the teacher, and always involves marks and correction. Now I see that assessment is mainly about noticing how learners are progressing, and that learners can be involved in self and peer-assessment.”</p>
<p>Introduction 5 mins</p>	<p>Introduce the session and the success criteria, emphasising the ‘we’ – this session is all about teamwork! Explain that this session is a fairly open opportunity for participants to decide how they are going to support each other, both during the training phase, and the implementation phase that will follow.</p>
<p>Initial discussions 20 mins</p>	<p>Ask participants to look at Resource 2. It provides questions for discussion and some suggestions:</p> <ol style="list-style-type: none"> 1. How can you help each other during the training phase? 2. What other ideas for improving the workshop and training programme do you have that you would like to suggest? 3. How soon would you like to meet again for a trainers’ refresher workshop and what would you like to do at such a workshop? <p>Provide each group with a sheet of flipchart paper. Inform them that they will have 20 minutes for the initial discussion, during which they should also record their ideas in the form of a poster on their sheet of flipchart paper. They can structure their poster however they like. Let them know that they will then read the posters of other groups, and a plenary discussion will follow in which we will try to reach agreement. Once they begin, monitor carefully and make sure all the groups are ready on time.</p>
<p>Gallery walk 15 mins</p>	<p>Each group should stick their poster on the wall - these should be distributed around the room. Tell the trainers that this is a ‘gallery walk activity’, and is an alternative to presentations. Rather than sitting and listening passively, participants can walk around the room, read what the other groups have written, ask questions and engage in informal discussions. They do not have to stay with their own group - in many ways it’s best if they mingle around with members of other groups - and they can say as much or as little as they want. Inform them that they have about 15 minutes for this and then we will discuss it all together. The only requirement is that one member of each group should be with their poster during the gallery walk – the ‘poster secretary’. In order to ensure that all members get a chance to see the posters of other groups, they should take turns to be the secretary. Give them a moment to agree in their groups how they will do this, and then let them begin the gallery walk. Facilitators should also take part as participants.</p>
<p>Plenary discussion 20 mins</p>	<p>Get all the posters together at the front of the room, and facilitate a whole group discussion, in which the aim is to get broad agreement over which of the suggestions should be included in the recommended plan of action. Depending on the discussions</p>

	in the gallery walk activity, you should already have an idea of the broad themes of agreement, and what needs to be discussed. If so, begin by summarising what people agree on, and then focus on the areas that still need to be discussed.
Conclusion 10 mins	<p>At this concluding stage, the facilitators should summarise the conclusions reached. It will be a good idea to document the suggestions as follows:</p> <ul style="list-style-type: none"> • Photos may be taken of the notes recorded on the board/flipchart paper; • One of the facilitators should draft an email with the relevant suggestions, and forward it to relevant stakeholders, to begin the planning process. <p>Review the success criteria. Tell participants that, given that this is a planning session, you, the facilitators, will evaluate achievement of success. After each criterion, give your opinion as to how well it was achieved.</p>

Session 11, Resource 2: A support network for trainers

A support network for trainers

Over the next year, as you conduct the training for the teachers, you will need the support of each other. This session is an opportunity to plan for this, and to decide what kind of support and sharing you will need.

Discuss the following questions and make notes. Some examples are given, but you may have other ideas:



1. **How can you help each other during the training phase?**

Think about whether you will want to share resources, discuss challenges and issues, observe each other's training. Also think about how you will do this, both online (e.g. a Yahoo discussion group), a Facebook group, What's App, etc.), and face-to-face.

2. **What other ideas for improving the workshop and training programme do you have that you would like to suggest? Think also about how this could be done.**

E.g. develop new demonstration lesson and video record them, add new resources, improve/update the Handbooks, co-train with different colleagues, etc.

3. **How soon would you like to meet again for a trainers' refresher workshop and what would you like to do at such a workshop?**

E.g. give demonstration lessons, plan lessons together, create resources, discuss challenges and solutions, share lesson plans, etc.

Session 12: Lesson preparation for a child-centred lesson

Time: 3-3.5 hrs approx. Note: It should be possible to complete this in c. 3 hours, leaving a little more time for the Lesson Rehearsal session that follows.

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- work collaboratively to prepare a child-centred lesson and the required resources;

I understand:

- the relationship between key elements of a lesson - the curriculum, the lesson plan and the teaching and learning resources;

I know:

- how to adapt materials and learning outcomes from the national curriculum for child-centred learning.

SYNOPSIS OF SESSION

During this session the participants will work in their groups (henceforth called 'teaching teams') to plan and prepare a child-centred lesson which they will teach tomorrow. They will also prepare the required resources during this session.

RESOURCES NEEDED

School textbooks (and teacher's books if available) for relevant grades and subjects. This will depend on the number of teams in the workshop and the teachers' areas of expertise. It is normally appropriate to focus on the core subjects (Bangla, English, Maths, Science and Social Studies), and grades 2-4.

Resource 1 in the Participant's Handbook

Appropriate stationery and materials to enable participants to create the required resources for the lessons (this should be similar to session 10: Make and do).

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

See: Preparation for the workshop for details on how to arrange with the school so that the required learners (at the right grades) and classrooms will be available for the morning of day 5 of the workshop. There are also suggestions there for how to arrange the teaching timetable for the morning of day 5. The teaching should take place at the same school where participants created a stimulating classroom on day 3 of the workshop. One of the classrooms used for the lessons should be this stimulating classroom, with all the required resources on display.

For this session you need to know the following, for each teaching team:

- The grade and subject they will be teaching (lesson length will be as usual for the grade/subject in question)
- The lesson length. Where possible this should be 'standard' 35 min lessons, but may need to be reduced due to issues of time or logistics (e.g. organising with the school).
- What the learners have studied most recently to ensure that participants choose a lesson that includes new learning for the learner. If the lesson is being taught before the start of the school year, they should choose something from early in the curriculum. If it is being taught midyear, participants should choose something that would be scheduled for the next week or two.

PROCEDURE

Stage & Time	Activities
Introduction 15 mins	<p>Introduce the session, and present the success criteria.</p> <p>Refer participants to Resource 1. Read through it yourself, adding additional explanation where necessary.</p> <p>Tell each team their grade, lesson length and subject – make sure they make a note of this on Resource 1. Remind them that they should choose a lesson from the future learning of the students in question. If the workshop is being delivered during the school academic year, the lessons to be delivered should come from the next part of the curriculum (i.e. the next 2-weekly plan). If the workshop is being delivered before the start of the school year, participants should choose a lesson from the first few weeks of the curriculum.</p> <p>Answer any questions as a group before they start.</p> <p>Do not tell them the teaching timetable yet (i.e. which team is going first), although this should already be planned. This ensures that all participants are ready for the start of the lessons tomorrow.</p>
Morning preparation c.105 mins	<p>During the morning, keep a careful eye on progress of each team. A key part of the challenge in this session is for participants to work together as a team. In some teams, natural leaders will have already evolved. In others, especially if there is friction between team members, suggest that they delegate specific tasks to different team members. Here are guidelines for time management, for you rather than for the participants:</p> <p>30 minutes - lesson topic should have been chosen.</p> <p>60 minutes - materials in the book should have been evaluated and basic lesson outline should be decided upon. Teaching teams may want to divide into 2 groups at this stage, with each group planning half the lesson in more detail.</p>

	105 minutes – more detailed planning of the separate lesson stages should be complete. Suggest to the teams that they write their lesson plans in pencil, so that changes can be made after the rehearsal session later this afternoon. Hopefully teams will also have completed their written lesson plan by this stage.
Morning conclusion 5 mins	At the end of the morning, before participants take their lunch break, inform them that they will have another 50 minutes this afternoon, and then they will move onto rehearsing the lesson. If any teams think they need more than 50 minutes, remind them that they can devote part of their lunch hour to preparation.
Afternoon introduction 2-3 mins	Before participants start work again, check they know how much time they've got left, and let them start.
Afternoon preparation c. 55 mins	During this afternoon session, participants should focus on preparing the resources they need for their lesson.
Conclusion 2-3 mins	Review the success criteria briefly, finding out whether the participants found it easier or more difficult to prepare a lesson together (often they say it's more difficult!). One of the most challenging things to do in this situation is reaching a compromise, and if they did this, that is very much part of this first success criterion. Praise them for their teamwork. Hopefully you will be able to take an early break, leaving c.90 mins for the Lesson Rehearsal session.

Session 13: Lesson rehearsal

Time: 60-90 mins. approx.

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- discuss and reflect on the structure, individual stages and delivery of a child-centred lesson;

I understand:

- why 'micro-teaching' is useful even for experienced teachers when trying out new methodology;

I know:

- which part of the lesson will be my responsibility.

SYNOPSIS OF SESSION

During this session the participants will rehearse their lesson (micro-teaching) in their teaching teams twice, making any necessary adjustments after the first rehearsal and providing feedback to each other. After the second rehearsal they will decide carefully who will teach which lesson stage tomorrow.

RESOURCES NEEDED

If possible, they will benefit from using separate rooms at this stage. If the school where they are teaching is nearby (or on-site), they can use the classrooms in the school.

Most, if not all the teams, will require a pocketboard by now. At least one pocketboard per team should have been made.

They will also need their individual lesson teaching resources.

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

PROCEDURE

Stage & Time	Activities
Introduction 10 mins	Introduce the session, and present the success criteria. Tell participants to look at Resource 1. Read through the first paragraph with them, and then summarise the procedure: 2-3 members teach the whole lesson and the others pretend to be learners. The learners then provide feedback and any necessary

	<p>adjustments are made. Then they swap over and teach the lesson again. Final adjustments are made, and then the team decide carefully who is going to teach which bits of the lesson tomorrow.</p> <p>Draw their attention to the last paragraph (Why are we doing this?). Explain the contents of this paragraph - as the saying goes: 'practice makes perfect'!</p>
<p>Micro-teaching 70 mins</p>	<p>Participants should be able to manage their own time during this session.</p> <p>Monitor carefully, offering suggestions and keeping an eye on how each team is doing. About 15 minutes before the end of the session, make sure each team has begun discussing how they will divide up the teaching responsibilities (number 5 in the list on Resource 1).</p> <p>What often happens during such rehearsals is the learner-centred lesson stages get contracted, so each rehearsal of the lesson takes a little less than it would actually do in practice. This should leave plenty of time for the discussion stages.</p>
<p>Conclusion and lesson plan collection 10 mins</p>	<p>Review success criteria with participants, asking them informally how useful they found it, and why. For the last criterion, tell team members to stand in a line, with the person who is starting the lesson on the left and the person who is finishing the lesson on the right.</p> <p>Collect in a copy of all the lesson plans at this stage.</p> <p>Remind them about the arrangements for tomorrow: "Everybody must be present and ready to start teaching first thing - the timetable will be provided then. Before the lessons can be taught, rooms need to be prepared for learners and observers (who will sit at the back), so we are meeting at the school 30 minutes early. You will also observe and provide feedback to 1 or 2 other teams of trainees teaching the same learners. This evening, please look at Resource 1 for Session 14 – the Peer-observation Form, so that you understand what you are doing tomorrow when you are not teaching. Don't forget to bring your Participant's Handbook to the school."</p>
<p>Facilitators' homework</p>	<p>This evening, each facilitator should read and check the lesson plans for each of the teams they are observing. You need to check that the structures are suitable, timing is realistic and that the lessons on paper appear to be appropriately child-centred. If you notice any issues or problems, think about how the team in question can 'tweak' or adapt the lesson to ensure it is successful. Tomorrow morning, first thing, make sure you get an opportunity to talk to the team in question and make your suggestions before they teach. If they are due to teach first, you could change the order now to allow them time to make the necessary changes.</p> <p>Also, make sufficient copies of each lesson plan to ensure that observers are able to inspect it during the lesson (3-6 copies of each plan should be enough).</p>

Session 14: Teaching of child-centred lessons

Time: 90-120 mins (approx.)

Number of Facilitators: (depends on number of learner classes taught – 1 facilitator for each)

SUCCESS CRITERIA

I can

- teach an effective child-centred lesson;

I understand

- how the theory of child-centred learning relates to the practice of child-centred teaching;

I know

- what it feels like to be a child-centred teacher;

SYNOPSIS OF SESSION

During this session the teaching teams will teach the 30/35-minute lessons that they planned and rehearsed yesterday to school children in a local school.

RESOURCES NEEDED

Learning resources as prepared / brought by the workshop participants.

Lesson Plans prepared by the groups.

Classrooms prepared and ready for teaching, with desks arranged suitably for child-centred learning.

Resource 1 (Peer-observation form).

PREPARATION

See: Preparation for the workshop. Well before the workshop (up to 2 weeks), the organisers need to contact a local school head teacher to organise for the participants to teach their final lessons at the school. Timetables for teaching should be prepared, and copied so that all participants receive one each.

Stage & Time	Activities
Introduction 10 mins	Each facilitator should get together with the 'teaching teams' (i.e. the groups of 4-6 who have prepared their lesson together) that they are observing. Ideally, this should happen in the room where they are teaching, but if the learners are already in the classroom and waiting, this can happen outside.

	<p>The facilitator reads out the success criteria for this session (no need to show them written down).</p> <p>The facilitator reminds participants about the Peer-observation form (Resource 1 in the Handbook):</p> <p>“When your team is not teaching, you will observe the lessons of the other teams who are teaching the same learners, and complete the Peer-observation Form.”</p> <p>Note that if there are 3 teams teaching each class of learners, participants will complete both Peer-observation forms in the Handbook. If there are only 2, they will complete just one. Make sure that they understand that after the lesson they will provide feedback to the other groups, and that, as well as constructive criticism, an important part of this is positive feedback (praise). Whenever criticisms are made, suggestions should also be made for how it could have been done more effectively. Stress the following: “Your ability to evaluate and provide useful feedback on your peers’ lessons is as important as your ability to teach a child-centred lesson. Why? Because this ability to evaluate teaching will help you as a teacher to evaluate your own lesson and continue to improve in the future.”</p> <p>Tell participants that you have got several copies of the lesson plans for each lesson that they can share while observing from the back. It’s probably easier to hand these out once you have sat down.</p> <p>Finally, hand out the timetable to the participants. The team that is teaching first should get themselves ready to begin, and the other teams should help with preparing the room, and then sit down at the back of the room (chairs or desks will be needed) and be ready with pen and Handbook to begin taking notes on their peers’ lessons. Hand out several copies of the lesson plan for each lesson to the observers before it begins.</p>
<p>Lessons are taught (Timings will depend on the number of groups teaching each class – c.70 mins if 2 groups and c.100 mins if 3 groups)</p>	<p>The lessons are taught as per the timetable. The facilitators should also take detailed notes on all the lessons they observe, either using the Peer-observation form or their own notebooks.</p> <p>Between each lesson, teachers will need about 5 minutes to change over. During this time, do some stretching activities with the learners to make sure that they are able to participate and concentrate on the lessons well. Make sure observers have access to copies of the lesson plan for the lesson being taught before the lesson begins.</p> <p>Tips for facilitator observation:</p> <p>Keep your own detailed notes on the lesson, including what happened and how effective it was. The Peer-observation Form should be fine for this, as long as your notes are detailed. Many teachers have a tendency to be over-critical when peer observing, however during feedback you will encourage them also to notice the</p>

	<p>strengths of each lesson, including their own. For this reason you should also notice as many strengths as possible, especially including:</p> <ul style="list-style-type: none"> • the use of child-centred methodology; • any successes with collaborative learning; • any successes with newly used resources, and; • what the learners enjoyed and took away from the lesson.
<p>Conclusion (5 mins)</p>	<p>After the lessons have been taught, there should be a break and then evaluation should begin. Depending on arrangements for the workshop, evaluation may take place in the classrooms where the lessons have been taught, or back at the location where the workshop is taking place.</p>

Session 15: Evaluation of lessons

Time: c. 80-100 minutes

Number of Facilitators: 1 per group

I can:

- evaluate the strengths and weaknesses of a lesson that I have taught, and think of suggestions for improvement;

I understand:

- what I need to do to become a better teacher in the future;

I know:

- how to provide sensitive and balanced feedback after observing colleagues' lessons.

SYNOPSIS OF SESSION

During this session the facilitator who observed the lessons gets participants to reflect on various aspects of their lessons, and the degree to which they succeeded in achieving their success criteria through the use of child-centred methodology. They do this first with self-evaluation, then a facilitated group discussion.

RESOURCES NEEDED

Resource 1: Self-evaluation form

PREPARATION

Write the success criteria on a sheet of flipchart paper.

PROCEDURE

Stage & Time	Activities
Introduction	<p>Introduce the session and read out the success criteria. Praise the participants initially for some of the strengths of the lessons that you observed. Many of the participants may be feeling anxious about how well they did, and this positive feedback is likely to relax them a little so that they can reflect on their lessons more objectively.</p> <p>Explain the stages to the session:</p> <p>First you will discuss your lesson in your teaching teams and complete a Self-evaluation Form.</p>

	<p>Following this, you will get together with the teachers who observed your lesson. Each group will have an opportunity to provide a self-evaluation of their own lesson. After this the observers will provide peer feedback. Finally, if there is anything to add, the facilitator will also provide feedback on the lesson.</p> <p>Remind them of 2 important words in the third success criterion: ‘sensitive’ and ‘balanced’. Any criticism that is not sensitively presented will reflect badly on the critic!</p>
Self-evaluation 15 minutes	<p>If they are not already so doing, get to the participants to sit in their teaching teams. Refer participants to Resource 1. Read through the instructions at the top, let them know how long they’ve got (about 15 minutes) and let them begin. Monitor carefully, and make sure that all are progressing appropriately.</p>
Larger group discussions (c. 25-35 mins per group – if 3 groups taught the same class of learners, stick to the lower suggested time limits)	<p>Tell participants to sit in larger groups, so that all the teams who taught the same class are sitting together. If this involves a large number of participants, make sure they are sitting in a tight circle so that they can see and hear each other easily.</p> <p>For each teaching team, follow this procedure:</p> <ol style="list-style-type: none"> 1. The teaching team that taught give their own self-evaluation of the lesson, as per their Self-evaluation Form. Encourage them all to speak. This may happen naturally, but if not, get different group members to answer different questions. Feel free to add agreement, or nod your head to show them that their observations are valid (c. 8-10 mins). 2. Invite the teams that observed to comment on any strengths of the lesson that have not yet been mentioned. You can also add your own comments after they have finished. After this, mention any further strengths you think are important. (c. 8-10 mins). 3. Invite the observers to comment on any criticisms of the lesson. Before they do, remind them that there is no point in criticising unless it is constructive (in other words, they must provide a realistic suggestion for how it could have been done otherwise given the constraints of the lesson; time, learner level, resources available, etc.). Where criticisms are valid, indicate your agreement. If you think the criticism is not valid, irrelevant, etc., feel free at this point to disagree (Tip: use the phrase ‘I disagree...’ rather than ‘you’re wrong...’). (c. 8-10 minutes). 4. Offer your summary, beginning first with degree of achievement of learning outcomes, then mentioning any additional criticisms. Finally finish with plenty of praise, especially with reference to any aspects of child-centred learning that you saw incorporated in the lesson and that worked. (c. 3-5 mins)
Conclusion 5 mins	<p>Bring all the groups together, and review the success criteria. Get participants to self-evaluate using the ‘5 finger system’ – good for maths: “Hold up 5 fingers if you</p>

	<p>achieved the outcome 100%, 4 fingers if 80%, 3 fingers if 60%.” Elicit what 2, 1 and 0 fingers means! Then do it with each criterion.</p> <p>Use this as an opportunity once more to stress the importance of being able to self-evaluate effectively - it provides you with the tools you will need to continue improving as a teacher in the future.</p>
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Session 16: Child-centred learning in our school

Time: 90 mins

Number of Facilitators: 2

SUCCESS CRITERIA (note change in order)

I know

- how well I have achieved the learning outcomes of the workshop;

I can

- identify the first steps I will take in implementing what I have learnt in this workshop;

I understand

- how much support I will need in the future to implement what I have learnt.

SYNOPSIS OF SESSION

Participants begin by reviewing the degree to which they have met the learning outcomes for the workshop. This leads into a whole group plenary discussion to indicate possible future steps. This leads into the 'My First Steps' activity, in which participants plan exactly what they are going to do in their first week and first month when they are back at their schools.

RESOURCES NEEDED

The presence of all headteachers and senior members of staff in each school is very important for this session.
 Resources 1, 2 and 3.

PREPARATION

Copy the success criteria onto a sheet of flipchart paper.

PROCEDURE

Stage & Time	Activities
Introduction 3 mins	Introduce the session and read through the success criteria.
What have we learnt? 10 mins	Tell participants to look at Resource 1. Hopefully they recognise the learning outcomes of the workshop. Get them to complete the first column with a personal score regarding how true each learning outcome, and the aim, is for them now. If they have

	scored 3 or less for any of the learning outcomes, they should make notes in the box below regarding what additional support they will need. If they score a number of the learning outcomes at 60% or less, get them to focus on the lowest scores in this box.
Small group discussions 10 mins	Tell participants to share their scores in small groups of 2-3. Encourage them to discuss the ones that they have scored lowest first and to indicate what they would have needed to score them higher. During this phase, all of the facilitators should monitor carefully. Notice which learning outcome score highest (both for your personal evaluation, and for the feedback in the next stage). Also notice the lowest scores, and quietly ask the teachers in question if they would be happy to share their reasons for this score and what further support they will need for the score to increase.
Plenary discussion 20 mins	Plenary discussion. Focus initially on the learning outcomes that scored highest, and praise participants for their achievement. Comment on the general scores for the overall aim of the workshop - what did they range between, and what was the approximate average? Then tell participants that it is now important to focus on the learning outcomes where scores were lower so that we can identify what kind of support will be useful as they begin implementing the new methodology. Invite contributions from the teachers as appropriate. Facilitate an open, honest, organic discussion. The conclusions here will be revealing and should indicate the next phase of learning for this particular group of teachers.
NOTE FOR TRAINER WORKSHOP	NOTE: If this is a workshop for trainers, the remaining activities in this workshop may be difficult to do if they are not currently in a teaching position. Nonetheless, it's important that they experience the whole workshop, so if they are not currently teaching they should imagine themselves in their last teaching job, and complete the following activities from that perspective.
My first steps 10 mins	Tell participants to look at Resource 2. Explain the activity as per the instructions on resource 2. Participants must identify at least 3 specific changes that they would like to make in their teaching during the first week of teaching after the workshop, and 10 in the first month. They can identify more if they want, and are welcome to create their own, as long as they indicate changes that relate to child-centred methodology and what they have learnt during the workshop. Before they begin, remind them that afterwards they will discuss exactly how they are going to do this with the other teachers from their school (but don't change places yet). Check understanding: <ol style="list-style-type: none"> 1. How many do you tick for the first week? The first month? (3, 10) 2. Can you invent your own? (yes, if child-centred)

	<p>3. What will happen after you've done this? (discussion in school groups)</p> <p>Tell them that they can discuss if they want, but that they should complete this first activity in 10 minutes.</p>
Planning for my first week 10 mins	<p>Tell participants that we are now going to think in more detail about the 3 items we chose for our first week of teaching after this workshop. Tell them to copy them into the first column on Resource 3, and then to complete the second and third column only. Emphasise that they will complete the fourth column at the end of their first week, once they have tried out the ideas.</p> <p>Use the example to demonstrate that in the 'How I will do it' column, they need to indicate in as much detail as possible exactly how they will make this happen. If it involves resource creation, they need to write about what they will do to get the materials and create the resources. If it involves a specific activity, tell them to be specific about what type of lesson and exactly when they will use it. Inform them again that they can discuss this while they are working and that they have a further 10 minutes. Make sure they do not change places yet. Check instruction:</p> <p>Which column do you not complete yet? Why?</p> <p>Monitor carefully, checking that they are all being specific in this third column.</p>
School group discussions 20 mins	<p>Now tell participants to sit in a group with the other teachers from their school (max. 6 in a group). For participants who come from very large schools, split them up into smaller groups, ideally subject specific if possible (e.g. Bangla teachers together, etc.).</p> <p>Explain that in their groups they should take turns to tell each other about one of their ideas, why they have chosen it and exactly how they will do it. Tell them they have 20 minutes for this.</p> <p>If school headteachers, deputy headteachers (and department heads in larger schools) are present they should make notes on what they will need to do to support the teachers in implementing their ideas - divide them up appropriately between the groups for larger schools. This obviously increases the likelihood of implementation, ensuring that the senior staff are aware of what the teacher is planning to do and also aware that they will need to provide support.</p> <p>Monitor and provide help.</p>
Conclusion 7 mins	<p>Conclude by eliciting 1 or 2 examples of good ideas that you have noticed while monitoring. Tell participants that at the end of their first week they will get together</p>

	<p>again in these same groups, complete the ‘how did it go column’, and then tell each other about their experiences (this is mentioned at the bottom of Resource 3).</p> <p>Review the success criteria for the session. After the first one, participants can indicate by showing the number of fingers that represent their score for the overall outcome of the workshop. For example they indicate 5 fingers if they scored 5, 4 fingers if they scored 4, etc.</p> <p>After the second one, use the nomination sticks to elicit from a couple of participants what steps they will take next week.</p> <p>After the third one, it’s probably best if you provide a general consensus of opinion as to how much support people have indicated they need.</p>
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Session 17 for teachers: Workshop conclusion

NOTE: Session 17 is different for trainers. See below.

Time: 60 mins

Number of Facilitators: 2

SUCCESS CRITERIA

None required.

SYNOPSIS OF SESSION

Participants complete a Workshop Evaluation Form individually. This is followed by the closing ceremony of the workshop, in which, if possible, participants should receive a certificate of attendance.

RESOURCES NEEDED

Resource 1: Workshop Evaluation Form

Individual certificates of attendance ready to distribute.

A few staplers and a few pairs of scissors

PREPARATION

If possible, the second half of this session should take place in the Stimulating Classroom at the school where the lessons were taught. If this is not close to the training venue, it is probably most convenient to travel to the stimulating classroom during the afternoon break.

Ensure that the certificates of attendance have been organised.

If it can be organised that a local official comes and presents the certificates, this would make a nice and fitting end to the training.

You may also consider it appropriate to invite members of the PTA.

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	Introduce the session, explaining that this is not a learning opportunity for the participants, so there are no success criteria. Say: “First you will complete the workshop evaluation forms, then we will present the certificates for the workshop,

	<p>and then the workshop will be closed.” If an official is coming to do this, let them know who.</p> <p>In the interest of professionalism and quality assurance, the Evaluation Form should be completed anonymously without the trainers in the room. Explain that you will leave the room soon, but first you will take them through the form so that they understand it.</p> <p>Section 1 simply requires them to transfer their individual scores from Session 16 Resource 1.</p> <p>Section 2 also requires them to provide scores, and 5 is also highest, and 0 is the lowest. Here they can provide some comments – encourage them to do so especially if the score is low. If they would like to rate anything else not mentioned, tell them they can write it next to the word “Other:”</p> <p>Section 3 requests individual quantitative feedback (i.e. information and personal insight, rather than scores).</p> <p>Section 4 requests specific information on the performance of the facilitators and how the training can be improved for the future.</p>
<p>Completion of evaluation forms</p> <p>30 mins</p>	<p>Inform them that they have exactly 30 minutes. Tell them that when they have finished they should cut out this form from their Handbook, staple their 2 pages together. Nominate a participant to collect in the forms. Remind them that when they finish, they should remain here, so there’s no point in rushing – please take your time! Once all the forms have been collected in, one of the participants can come and find you. Check that there are no questions, and then all the facilitators should leave the room.</p>
<p>Presentation of certificates and closing ceremony</p> <p>30 mins</p>	<p>If a local official has been asked to present the certificates, they should attend this part of the training. Local members of the PTA may also be invited to attend.</p> <p>It will be nice if this part of the workshop can take place in the Stimulating Classroom, prepared on day 3 and used for the Child-centred lessons on day 5. If this is near to the training venue, this should be easy to organise.</p> <p>The certificate should be presented and the workshop should be closed as per local customs. Depending on the situation, the following could also be organised:</p>

	<ul style="list-style-type: none">• 1 or 2 of the participants could say a few words about what they have learnt and provide some words of motivation for the future implementation of the training.• You, the facilitators, may also want to contribute some compliments to the participants, some hopes for the future and possibly even something that you have learned during the workshop.• A PTA representative may also be asked to contribute some reflections.
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Session 17 for trainers: The Facilitator's Handbook

Time: 60 mins or more. The final activity (practice of the child-centred lesson) could continue for longer if desired by the participants.

Number of Facilitators: 2

SUCCESS CRITERIA

I can:

- find everything I need in the Facilitator's Handbook;

I understand:

- what the most challenging part of the workshop is (for facilitators), and why it's important to get it right;

I know:

- exactly what the Facilitator's Handbook contains.

SYNOPSIS OF SESSION

Participants meet the Facilitator's Handbook, and find out exactly what it contains. This involves an initial overview of the Contents and the format for the facilitator's notes for each session. They do a quick Treasure Hunt activity, after which they have an opportunity to revisit, and, if they like, to try out delivering the most challenging part of the workshop: the child-centred demonstration lesson.

RESOURCES NEEDED

All participants in this, the first session for trainers only should receive a copy of the Facilitator's Handbook at the start of the session.

Resource 1, copied without the page number (for the Treasure Hunt activity below) - 1 copy per pair of participants.

PREPARATION

Copy the Success Criteria onto a sheet of flipchart paper.

Copy Resource 1, as described above.

PROCEDURE

Stage & Time	Activities
Introduction	Introduce the session, and go through the success criteria.
5 mins	Introduce the 'Trainer's Day', which starts now: "This final day of the workshop will prepare you for delivering the workshop to teachers. The most important part of

	<p>your being able to do this has already been completed - you have experienced the workshop yourselves. Tomorrow we will look in detail at the training methodology, and then at how to support teachers after the workshop. But today, we will focus on the Facilitator's Handbook, because, for those of you who need more support, the Handbook contains literally everything you need to facilitate the workshop effectively."</p> <p>Hold up a copy of the Facilitator's Handbook: "This is likely to be your best friend during the training!"</p>
<p>Introduction to the Facilitator's Handbook</p> <p>15 mins</p>	<p>Hand out the Facilitator's Handbook to the participants, 1 copy each. Take them through some of the basics as follows:</p> <p>Show them the Contents pages.</p> <p>Show them the layout for each workshop session. Choose session 2, as this is a fairly typical session. Each session has the following – mention the extra notes as you go along:</p> <p>Time: Check this carefully as some sessions are a little shorter or longer than the 1-page timetable indicates.</p> <p>Number of facilitators: This is usually 2. Some sessions can be done with 1 if required.</p> <p>Success Criteria: As a general rule, just as teachers have to do with learners, these should be displayed throughout the session. Flipchart paper is best for this, but the board can also be used.</p> <p>Synopsis of session: A useful overview of what happens in the session.</p> <p>Resources needed: If it refers simply to, for example, 'Resources 1 and 2', these will be the labelled resources in the Participant's Handbook for the corresponding session.</p> <p>Preparation: This describes what you will need to do to get resources ready for the workshop, including any extra resources needed. It's always good to look at this at least a day before the session in question.</p> <p>Procedure: Always includes 2 columns. The first column includes the stage name and the amount of time designated. Times given are always approximate. Don't feel you have to spend this much time on an activity if it goes quickly. Sometimes you may need to spend more time on a specific activity. If so, plan ahead and think how you will save time later in the session.</p> <p>In the Activities column, there are detailed guidelines for what to do for every stage of every session. Any comments in bold between speech marks are things you can say directly if you want. But don't feel you have to stick exactly to what it says here - these are detailed guidelines for those who want them - some trainers may prefer more freedom.</p> <p>Tell them to look at what follows Session 2 - they should find the 'Idea cards'. Some of the resources are here in the Facilitator's Handbook, if it's considered that participants don't need to or shouldn't see them before the session.</p> <p>Tell them to find this session, and for fun, tell them to put their finger in the Handbook exactly where we are in this session. Hopefully, their finger will be here!</p>
Treasure Hunt activity	<p>Hand out copies of Resource 1 for this session (don't get them to find it in their Handbooks), which requires them to do a 'Treasure Hunt', using this Handbook,</p>

10 mins	<p>working in pairs or threes. Provide the necessary instruction, give them a timeframe and let them begin.</p> <p>After 5 minutes, check the answers, noting the following:</p> <p>Detailed guidelines are provided on how to prepare for the workshop, including a timeline of preparation. Note that you will need to identify the best school for the lessons to take place in on day 5 several weeks in advance, to ensure that the stimulating classroom can be decorated, and that the learners will be ready and present for the lessons.</p> <p>The timetables are always suggested not obligatory. For example, if it's convenient for everyone and they really can get there on time, you could start earlier in the morning. Please note that breaks should not be shortened, as this leads to a reduced ability to concentrate. Breaks are also a vital part of consolidation of learning, and allow for differentiation, as participants consult each other, the trainer, or review their notes regarding what they haven't understood, etc.</p> <p>Session 11 is the first one that is different, so trainers should check it carefully before facilitating it.</p> <p>The mini-board are introduced in session 4. There's a photo to show how to create 2 different types.</p> <p>The resources for the training sessions are found at the back of the Facilitator's Handbook, not in the Participant's Handbook.</p> <p>Ask if there are any more questions about the Handbook. Answer as appropriate.</p>
1 min	<p>Now ask participants: "What is going to happen next?"</p> <p>They should realise that they can look at these notes. Elicit – We are going to practise doing the most difficult and possibly the most important part of the workshop: the demonstration lesson for child-centred learning.</p> <p><u>Participants, please close this book now and focus your attention on the trainer!</u></p>
3 mins	<p>Make sure you have the attention of all the participants. They should be looking at you. Ask them: "Why do you think the Child-centred lesson in Session 3 is the most difficult part of the training?"</p> <p>Because it has to be an example of how to teach well.</p> <p>Ask: "Why is it so important to do it well?"</p> <p>Elicit: it provides teachers with their only example in the workshop of the kind of lesson they are expected to teach when it finishes. If it isn't done well, it could lead to the teacher's having an incomplete picture of the methodology. It could also lead to criticism of you as a trainer.</p> <p>Say: "We hope that, with time, you will be able to develop your own demonstration child-centred lessons, which will be extremely important for the Follow-up phase to the training. We are hoping that we can have demonstration lessons for every subject. Such demonstration lessons will need to be checked and approved to ensure they have an appropriate variety of elements. So until they are, you should use this lesson and try to do it fairly faithfully to the instructions, which are on... Which page?"</p>

c.20 mins or longer if participants desire – see suggestions	<p>Participants turn to the relevant page. Suggest that, working in small groups, they read through the lesson, remembering the song, checking they understand all the important stages, etc. Also suggest, that if they think of ways to improve it (without making it any longer), they can suggest these now for you to approve.</p> <p>Monitor as required.</p> <p>Depending on how much time is left after they've done this, and how much energy they have (trainers may be happy to stay a little later than teachers) they may want to do one of the following:</p> <ul style="list-style-type: none"> • sing the song with you • practice doing bits of the lesson in pairs, small groups, or large groups • you take them through bits of the lesson • you to take them through the whole lesson again <p>Remind them that there is a link to YouTube version of the song provided in the Preparation section for Session 3.</p>
Homework	<p>Tell participants that they have some homework for tonight. Tomorrow in session 19, participants will discuss how to support teachers as they begin to implement the new methodology. To prepare for that session, they should read Session 19, Resource 1, and complete tasks A and B. Make sure they are aware that task B is on the next page, and that the resource itself consists of 2 pages. They can do this individually, or get together in groups after dinner if they prefer.</p>
Conclusion 5 mins	<p>Review the success criteria. Use the nomination sticks. Ask as follows:</p> <ol style="list-style-type: none"> 1. Where is the first place you check for something you need in the Facilitator's Handbook? (The Contents pages) 2. What is the most challenging part of the workshop for facilitators? (The child-centred demonstration lesson) Why? (Because it has to be a very good lesson... etc.) 3. Does the Facilitator's Handbook contain any resources for any of the sessions? (Yes - for the Trainers' sessions, and also a few resources that teachers don't need to see or shouldn't see, such as cards for cutting up, etc.)

Session 18: Reflecting on methodology

Time: 3.5 hours

Number of Facilitators: 2

SUCCESS CRITERIA

I can

- identify examples of best practice from this workshop;

I understand

- why modelling best practice is an essential part of good teacher training;

I know

- 5 useful mantras for teacher trainers, and why they are important;
- a number of ideas for modelling best practice in relation to 7 areas of teacher training.

SYNOPSIS OF SESSION

After Reflections on day 5, participants consider why Modelling Best Practice is so important when training teachers. Using a bus stop activity, participants reflect on ways in which the facilitators of this workshop modelled best practice during the sessions. After this, participants consider 5 important 'Mantras' for teacher trainers, considering why they are important and what might happen if they forget them. There should also be time for them to think about the important stages to giving instructions and to spend some time practising giving instructions to each other.

Note that this is a very long session, so there is a little flexibility: the activity 'Giving effective instructions' is less important than the previous ones, and can be left out if more time is required for the previous activities. This is why it has been left off the success criteria. Participants may ask about this at the end of the session.

RESOURCES NEEDED

Resources 1, 2, 3 and 4 from the Trainer's Handbook (note - resources for ToT sessions are in the Trainer's Handbook, not the Participant's Handbook).

A range of different coloured flipchart/marker pens. If possible, one colour per group.

PREPARATION

Copy the success criteria onto a sheet of flipchart paper

7 sheet of flipchart paper, with the following 7 headings (note that numbers 3 and 4 also have examples):

1. Giving instructions
2. Time management
3. Use of resources

The mini-boards were used whenever the trainers needed to assess the achievement of all the groups.

4. Interaction patterns

Groupwork was used appropriately whenever we needed to brainstorm or generate ideas.

5. Assessment strategies

6. Differentiated learning

7. Professionalism

Copy and cut up the 'Stages cards' from Resource 4, 1 set per group of participants.

PROCEDURE

Stage & Time	Activities
Reflections on day 5: Reflections on the Learners 20 mins	Today's reflections focuses on the learners of their child-centred lessons taught yesterday. Participants can think of something that they noticed the learners doing, the behaviour of an individual learner, or feedback that they heard from learners after the lesson, etc.
Introduction 5 mins	Introduce session and read out success criteria.
Modelling best practice 15 mins	<p>Introduce the concept of 'Modelling best practice'. The saying in English: 'practice what you preach' means basically the same thing. Tell participants to look at Resource 1, and draw their attention to the example in the introductory paragraph, regarding learning outcomes. Get participants to read the 3 cartoons, each of which is funny because a trainer is in some way not modelling best practice. Tell them to work in pairs first to tell their partner what they are doing wrong and what they should have done in order to model best practice. Elicit answers in plenary afterwards.</p> <p>Answers</p> <ol style="list-style-type: none"> Any workshop on interactive learning should be interactive. A lecture is the opposite of interactive learning. This workshop participant got no feedback on her test score - she doesn't know why she failed. Thus, she was assessed but the assessment wasn't formative and as a result she doesn't know what to do to improve. This is the opposite of formative assessment - summative assessment. The problems that the man describes all demonstrate a lack of professionalism, but the workshop was on professionalism.
Introduction to bus stop activity 5 mins	<p>Note: The next activity requires a maximum of 7 groups of participants.</p> <p>Show the participants the sheets of flipchart paper distributed around the room with the following headings:</p> <ol style="list-style-type: none"> Giving instructions Time management Use of resources (includes example – see above) Interaction patterns (includes example – see above) Assessment strategies Differentiated learning Professionalism <p>Explain that the next activity is called a 'bus stop activity', and will last for the majority of the morning. Each group will spend 5 minutes at each sheet of flipchart paper. Their aim is to think about the 5 days of training they have had so far, and how the facilitators</p>

	<p>have modelled best practice in relation to each of the 7 areas. Show them the examples on sheets number 3 and 4. When they think of an example, they should write it on the sheet, and they can write as many examples as they want in the 5 minutes they have. When they move to the second sheet of flipchart paper, they should begin by reading the ideas that are written. If they disagree with any, they can annotate as appropriate. They can then add any ideas that are not yet written. As they continue around the room they will find that most, if not all the important ideas, have been mentioned. At this stage their aim becomes to read, check that they agree and check that there is nothing missing.</p> <p>Before they begin, check they understand all the headings. Most are obvious, but mention the following:</p> <p>Time management refers to a teacher's awareness of the amount of time remaining in a session and how this relates to their planned activities.</p> <p>Interaction patterns refers to a teacher's choice of individual work, pairwork or groupwork during activities, and also to choices between teacher-led lesson stages and learner-led lesson stages.</p> <p>Differentiated learning is also known as differentiation, and refers to a teacher's ability to cater for the different needs and especially ability levels within a group.</p> <p>Professionalism refers to a whole range of attributes that are expected of someone within a specific profession. For trainers this includes organisation, punctuality, behaviour, understanding of resources, etc.</p> <p>Finally, before they begin, ask the following instruction check questions:</p> <ol style="list-style-type: none"> 1. How long will you spend at each sheet of flipchart paper? (5 mins - mention that you will prompt if necessary) 2. How many ideas can you write in the 5 minutes? (As many as you like) 3. What should you do when you first arrive at a new sheet? (Read the ideas and check if you agree) 4. What can you do if you don't agree? (Add comments/annotations) 5. Why does the task gets more difficult as you move round the room? (Because most of the ideas have already been thought of) <p>Let them begin.</p>
Bus stop activity c. 45 mins	<p>Monitor carefully, paying particular attention initially to what they are writing and whether they have understood the categories. Use a stopwatch and stop them after 5 minutes and move them on. Avoid letting any groups move on before 5 minutes – challenge them to think of more ideas. Suggest a look at their timetables and Participant's Handbook to prompt their memory.</p> <p>On occasion, participants may not understand the comments made by another group. If so, they can ask the group. This is why having different colours for each group is useful.</p> <p>When they have finished, allow them to return to their first sheet (and their second if there is time) and see if they agree with all the additions and annotations.</p>
BREAK	<p>Take the morning break here. During the break, collect all the sheets at the front of the room, and notice if there are any obvious omissions or mistakes.</p>
Trainer feedback 10 mins	<p>Begin by looking briefly at the sheets together. To save time, only mention any obvious points that have been missed, any comments that have been added to the wrong sheet, or any that are not examples of modelling best practice.</p>

Reading and adding to Resource 2 10 mins	Participants now look at Resource 2. This shows a possible range of tips and key considerations when modelling best practice. It is likely that the participants have noticed additional features of best practice. Thus, they should read through the tips individually, underlining any ideas that are not on the sheets of flipchart paper, and adding extra notes underneath as required. Give them the option here to do this individually, or to discuss in their groups quietly (you can explain that sometimes this allows for another type of differentiation – ‘differentiation by process’ - some learners like to do activities individually and others prefer to work in pairs or groups).
Trainer mantras Introduction 5 mins	<p>Note: A ‘mantra’ is a piece of advice that one lives by. It comes from an old Sanskrit word, is used in Hindi today and is similar in Bangla.</p> <p>The activity is provided on resource 3, although if you like you can present it on the Pocketboard. Create 15 cards, each with 1 of the 3 parts of each of the 5 sentences as shown on Resource 3.</p> <p>Challenge the trainers – see how quickly they can work out what the 5 mantras are. Tell them when they finished they should call you to check.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Ask before you tell. 2. Honesty is the best policy. 3. Less is more. 4. Reflection before learning. 5. Achieve your own outcomes.
Mantras - discussion 25 minutes	<p>Now comes the challenging part. If they don’t already have it, hand out Resource 3. Working in their groups, the trainers must first copy the 5 mantras into the table at the bottom of Resource 3. Tell them to discuss why each one is important, spending about 5 minutes on each. Once they have established why it’s important, they should discuss and make notes on the consequences of what might happen if a trainer forgets to do this. Use the first one as an example:</p> <p style="padding-left: 40px;">Ask before you tell.</p> <p>This is useful for a number of reasons:</p> <ul style="list-style-type: none"> • By eliciting, you are getting the participants to think more, and thinking facilitates learning. • If you find that everybody already knows what you’re about to tell them, you don’t need to tell them; it checks what they already know. • If it comes from a participant, that person feels valued and involved. <p>If someone forgets to ask before they tell, they may end up telling the participants something they already know, lecturing them inappropriately and causing boredom (see first cartoon on Resource 1), and creating the wrong dynamic for a training workshop on child-centred learning.</p> <p>Let them begin and monitor carefully.</p>
Feedback 15 mins	<p>Elicit answers from different groups and confirm/add as necessary, based on the suggested answers below and your own opinion.</p> <p>Suggested answers</p> <p>2. Honesty is the best policy.</p> <p>Lying to teachers is obviously a bad idea. It’s ethically wrong, and if it’s a factual error they may find out that you’re wrong, which undermines you as a trainer. If you’re not sure about something, be honest and say so. If it’s something that you should know, promise that you’ll find out for tomorrow. Also be honest about complexity and challenge. For example, large classes are more difficult to teach, whatever method you use.</p>

	<p>3. Less is more. Rather than rushing activities, do fewer activities and do them well. If teachers are finding the training difficult, you may need to replan so that you don't overwhelm them with information and ideas, so that what they do learn they learn from well.</p> <p>4. Reflection before learning. We all learn something new much better if we have spent a little time thinking about our opinion and what we know on a topic. It helps us to notice the 'gap' between our current knowledge and the new knowledge, which facilitates the restructuring that occurs as that new knowledge is incorporated into our schemata. Equally importantly, reflecting on a topic brings up all this required schemata and background knowledge, which helps us to understand the new knowledge.</p> <p>5. Achieve your own outcomes. This is obvious, but in order to model best practice, trainers must do what teachers are expected to do – achieve their outcomes for each session. Given that trainers should always evaluate achievement of success criteria at the end of the session, it becomes very clear to teachers if you haven't done this. However, there are sometimes occasions when this mantra contradicts the mantra 'less is more'. In such situations you may need to recognise the need to leave one of your success criteria to ensure that you achieve the others well. If this happens occasionally, it's OK, but acknowledge this to workshop participants.</p>
<p>Giving effective instructions 5 mins</p>	<p>Introduce the activity by saying that both for teachers and facilitators of training, being able to give instructions is an important skill. We've all experienced an activity where we didn't really understand what we were doing, and as a result, what happened? Either we did the wrong activity, or we didn't learn as much as we could have done. Get everyone's attention and then explain the task carefully:</p> <p>"The first skill to giving instructions is getting the stages in the right order. While there is no one right order, there are several wrong orders! So I'm going to give you a set of 7 cards describing key stages to giving instructions. What do you think you have to do with the cards?"</p> <p>Elicit: Put them in the right order. Confirm this is correct and double check they have understood: "Is there only one right order?"</p> <p>Give them a timeframe: 5 minutes.</p> <p>Hand out the 'Stages cards' from Resource 4; 1 set per group.</p> <p>Monitor to check they are all on task.</p>
<p>Feedback 5 mins</p>	<p>Check answers. A logical sequence would be as follows:</p> <p>Answers:</p> <p>1. Get everyone's attention; 2. Introduce the activity; 3. Explain what they have to do; 4. Do a quick example; 5. Check understanding; 6. Give a timeframe; 7. Monitor to check they are doing it correctly.</p> <p>Make the following points: Stages 1, 2 and 7 should always happen in their current places. The timeframe can happen any time but is usually best towards the end of the instruction. Also mention that checking understanding and doing an example aren't always necessary if the activity is easy and logical, as I will show in the next instruction!</p> <p>Tell participants to note down the correct order on Resource 4.</p>
<p>Practising giving instructions 30 mins</p>	<p>Mention that, aside from the above guidelines, the most important part of giving instructions is the bit where you explain what they have to do. This will always depend on exactly what the activity involves, but needs the most practice, so that's what they are going to do now. Tell participants to work in groups. Using the Facilitator's and Participant's Handbooks, they should practise giving instructions to each other. Several</p>

	suggested activities are provided at the bottom of Resource 4. Inform them that they have half an hour for this.
Conclusion	<p>Review the success criteria. After each one, use the nomination sticks to check learning:</p> <ol style="list-style-type: none"> 1. please provide an example of best practice from our training today 2. why is modelling best practice essential in teacher training 3. tell us one of the mantras and why it's important 4. tell us an idea for modelling best practice in relation to use of resources <p>etc.</p> <p>Before you break for lunch, double-check the participants have read Session 19, Resource 1 for homework. Any participants that have not done this should do it during the lunch break.</p>

Session 19: Supporting teachers through the change process

Time: 90 minutes

Number of Facilitators: 2

SUCCESS CRITERIA

I can

- describe a range of different strategies for in-service teacher development;

I understand

- the relative advantages and disadvantages of transmissive and transformative approaches to teacher development;

I know

- the best way to support our teachers with the implementation of child-centred learning.

SYNOPSIS OF SESSION

Participants begin by discussing and checking their homework reading tasks in pairs. This is followed by groupwork discussions on how best to support Bangladeshi teachers as they try to implement the new methodology. A plenary discussion follows in which a 'best way' forward is identified.

RESOURCES NEEDED

Resource 1

Flipchart paper

PREPARATION

Copy the Success criteria onto a sheet of flipchart paper

Participants should have read Session 19, Resource 1 for homework.

Prepare a sheet of Flipchart paper with the following question:

After the 5-day workshop has been delivered, what should we do to ensure that teachers receive the support they need to implement the new methodology successfully? Who will be the best people to provide this support and why?

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	Introduce session and go through criteria with participants.

Homework check 10 mins	Participants should have read Session 19, Resource 1 for homework, and completed the 2 reflection tasks: A and B. Ask them to spend 10 minutes comparing their notes in pairs. If they did the task with their partner, change partners.
Homework feedback and discussion 15 mins	<p>Go through the answers to the questions with participants, discussing as necessary. You could use the nomination sticks to select teachers to answer different items. Obviously, there is some leeway for opinions here, but suggested answers are provided below.</p> <p>Answers:</p> <p>Task A</p> <ol style="list-style-type: none"> 1. Transmissive approaches are easy to organise, low cost to implement, and can impact high numbers of teachers. They are useful where teachers may not have received adequate initial training. 2. As mentioned, levels of implementation are often quite low. Implementing new methodology is always challenging, and workshops alone will rarely be effective. Some teachers don't like being told what to do and may resist top-down initiatives. 3. Transformative approaches put teachers in control of their own development, and therefore communicate a message of respect to the teacher – they are more learner-centred than transmissive approaches. They are always relevant to a teacher's perceived needs. 4. Transformative approaches will rarely lead to significant innovation, and tend to be useful when practice needs refinement, rather than significant change. Using methods such as mentoring, they can be expensive, because one mentor needs to spend a lot of time with each teacher. 5. This training program uses a transmissive framework with regard to the methodology, however a number of transformative opportunities/elements have been included, including session 8 and 11 where participants were asked to develop their own solutions or strategies for working together, and session 16 which gave teachers free choice of exactly how they would like to begin implementing child-centred learning in their classrooms. <p>Task B</p> <p>1. Workshops – transmissive; 2. Lesson observation – useful in both approaches; 3. Mentoring – transformative; 4. Co-planning - quite transformative, especially if two teachers are working together; 5. Demonstration lessons – depends on how they are done. If a trainer is demonstrating and teachers are expected to copy this type of lesson, it's transmissive. If teachers are doing demonstration lessons for each other and discussing them critically, it's transformative; 6. Team teaching – usually quite transformative; 7. Lesson study – transformative; 8. Teacher discussion groups – transformative.</p>
Supporting teachers with change - groupwork discussions 20 mins	<p>Now that the trainers have read about and categorised the various teacher training strategies, they should be ready to discuss the main question.</p> <p>Display the 2 questions on a sheet of flipchart paper:</p> <p>After the 5-day workshop has been delivered, what should we do to ensure that teachers receive the support they need to implement the new methodology successfully? Who will be the best people to provide this support and why?</p> <p>Explain that this will begin with groupwork discussions, followed by plenary discussion and notetaking. Obviously, trainers should consider the limitations of this training program, and should aim to decide on a combination of strategies that bear in mind the context and the resources available.</p>

	During the groupwork discussions, monitor carefully and keep a note of what ideas different groups mention. You can draw on these to facilitate the plenary discussion.
Plenary discussion 30 mins	Bring the groups together and facilitate a plenary discussion. Based on what you heard while you were monitoring, get one group to suggest their solution, followed by feedback from the other groups. While this is happening, take notes to a sheet of flipchart paper or whiteboard. During this plenary discussion, try to build up an agreed suggested plan of action for support, which can be taken forward and realised as appropriate and possible within the context.
Conclusion 10 mins	Summarise what you have understood as the best way forward for teacher support. Then review success criteria for the session.

Session 20: Workshop conclusion (for trainers)

Time: 60 mins

Number of Facilitators: 2

SUCCESS CRITERIA

None required.

SYNOPSIS OF SESSION

Participants complete a Workshop Evaluation Form individually. This is followed by the closing ceremony of the workshop, in which, if possible, participants should receive a certificate of attendance.

Note: This session is identical to the session for teachers, except for the slightly different evaluation form and how it is administered.

RESOURCES NEEDED

Resource 1: Workshop Evaluation Form for Trainers (below, not the form for Session 17). These must be copied from your Facilitator's Handbook (both pages) so that they retain their complete handbook. Staple if not double-sided.

Individual certificates of attendance ready to distribute.

PREPARATION

If possible, the second half of this session should take place in the Stimulating Classroom at the school where the lessons were taught. If this is not close to the training venue, it is probably most convenient to travel to the stimulating classroom during the afternoon break.

Ensure that the certificates of attendance have been organised.

If it can be organised that a local official comes and presents the certificates, this would make a nice and fitting end to the training.

PROCEDURE

Stage & Time	Activities
Introduction 5 mins	<p>Introduce the session, explaining that this is not a learning opportunity for the participants, so there are no success criteria. Say: "First you will complete the workshop evaluation forms, then we will present the certificates for the workshop, and then the workshop will be closed." If an official is coming to do this, let them know who.</p> <p>In the interest of professionalism and quality assurance, the Evaluation Form should be completed anonymously without the trainers in the room. Explain that you will leave the room soon, but first you will take them through the form so that they understand it. Hand out copies of the form.</p>

	<p>Section 1 simply requires them to transfer their individual scores from Session 16 Resource 1.</p> <p>Section 2 also requires them to provide scores, and 5 is also highest, and 0 is the lowest. Here they can provide some comments – encourage them to do so especially if the score is low. If they would like to rate anything else not mentioned, tell them they can write it next to the word “Other:”</p> <p>Section 3 requests individual quantitative feedback (i.e. information and personal insight, rather than scores).</p> <p>Section 4 requests specific information on the performance of the facilitators and how the training can be improved for the future.</p>
<p>Completion of evaluation forms</p> <p>30 mins</p>	<p>Inform them that they have exactly 30 minutes. Nominate a participant to collect in the completed forms. Remind them that when they finish, they should remain here, so there’s no point in rushing – please take your time! Once all the forms have been collected in, one of the participants can come and find you. Check that there are no questions, and then all the facilitators should leave the room.</p>
<p>Presentation of certificates and closing ceremony</p> <p>30 mins</p>	<p>If a local official has been asked to present the certificates, they should attend this part of the training. Local members of the PTA may also be invited to attend.</p> <p>It will be nice if this part of the workshop takes place in the Stimulating Classroom, prepared on day 3 and used for the Child-centred lessons on day 5. If this is near to the training venue, this should be easy to organise.</p> <p>The certificate should be presented and the workshop should be closed as per local customs. Depending on the situation, the following could also be organised:</p> <ul style="list-style-type: none"> • 1 or 2 of the participants could say a few words about what they have learnt and provide some words of motivation for the future implementation of the training. • You, the facilitators, may also want to contribute some compliments to the participants, some hopes for the future and possibly even something that you have learned during the workshop.

Resources for the trainer sessions 17-20

Session 17, Resource 1: Treasure hunt

Treasure hunt

Working in groups of 2-3, you have 5 minutes only to find where the following are in the Facilitator's Handbook. Write the page numbers below.

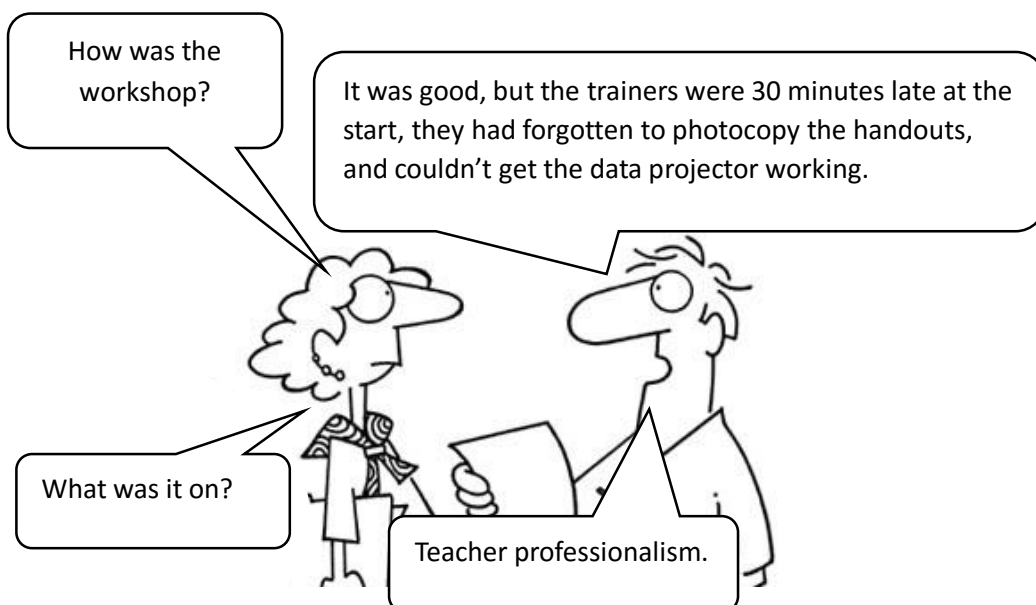
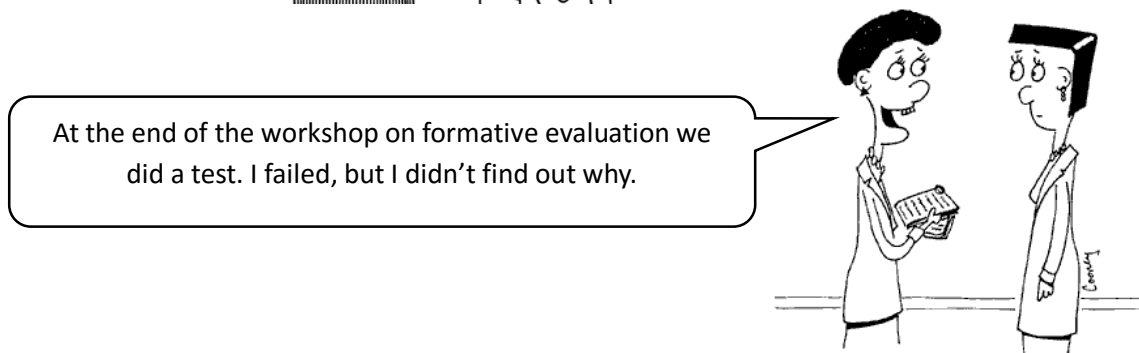
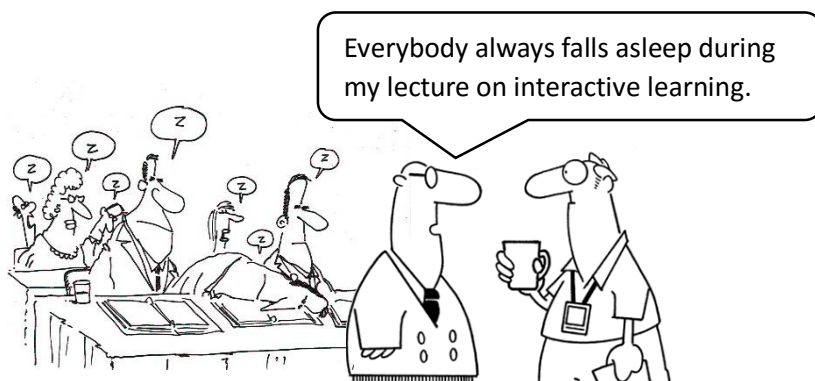
1. Information about what to do before the workshop begins. ____
2. Suggested timetables for the Teachers' and Trainers' Workshops. ____
3. The first session that is different for trainers and teachers. ____
4. The first session where mini-boards are introduced. ____
5. The resources for Trainer sessions 17-20 (including this one!). ____



Session 18, Resource 1: Modelling best practice

Modelling best practice

‘Modelling best practice’ in teacher training means *practising what you preach*. In other words, if you want teachers to present learning outcomes at the start of a lesson and then review them at the end, you need to present your learning outcomes/success criteria at the start of each training session and review them at the end. Read the following cartoons and decide what the trainers needed to do in order to model best practice:



Session 18, Resource 2: Tips for best practice

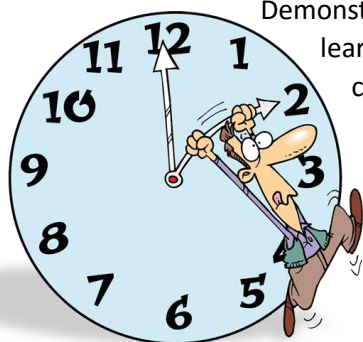
Tips for best practice

Read the tips and add any that you thought of but that aren't included here. Also, underline any ideas mentioned below that you didn't think of.

Giving instructions

Get everyone's attention before giving an instruction. Your instructions need to be short, simple, loud and clear. If they are backed up by written instruction this will make them clearer. When giving complex instructions, provide instruction check questions (ICQs). See Sessions 8 (first task) and 16 (My First Steps task) for examples of instruction check questions. Giving or asking for an example after the instruction will also help to make it clear.

Time management



Demonstrating best practice as a teacher trainer means trying hard to achieve your learning outcomes for every training session. This is possibly the biggest challenge of all, because it involves balancing your objectives with the needs of the learners, which can often take you in unpredictable directions. Good teaching (and training) involves being able to accommodate for these unpredictable events (without rushing trainees), and then get back on track to achieve your own outcomes. The most important piece of advice here is to **be aware of time all the time**. Don't wait till halfway through the session to check your watch. If you're behind by now, it's often too late.

Use of resources

The best way to demonstrate effective resources is to use them when you're training. During this workshop, we make lots of use of the nomination sticks, the mini whiteboards and the pocketboard, which helps participants to remember these resources and to want to use them themselves. Even simple things like organising the space on a chalkboard, using a variety of colours and clear handwriting demonstrate good use of resources.

Interaction patterns

Use a balance of individual work, pairwork and larger groupwork. Individual work is useful when participants need time to reflect on what they do. Pairwork is good when participants need to practice something a lot (e.g. a skill), or to test out their ideas when they are not sure. Larger groups are best when participants need to learn from each other's experience, or they need to think of a wide range of ideas or possibilities. Remember also to use 'Think, pair, share' and 'Triangular learning' when required (See Session 8, Resource 2).

Assessment strategies

This workshop should demonstrate that assessment is possible without testing and without giving grades or marks. Informal formative assessment involves observing and noticing how well learners are doing on a task or in a lesson, and responding appropriately. This can include monitoring and offering assistance during activities, using the mini-boards to see what every group thinks, using flipchart paper for groups to record their ideas (which you read to assess how they're doing) and using the nomination sticks when you want to check that everyone has understood something. At the end of sessions, 'talking thumbs' is a simple way of getting feedback, but on its own it doesn't prove that anybody has learnt anything, which is why asking questions to check the learning is also important.



Differentiated learning

While this training workshop doesn't focus specifically on differentiation, in a child-centred approach to learning it should happen naturally. During this workshop, it is likely that differentiation happened in the following ways:

- Groupwork and pairwork provides opportunities for learners who understand something better to explain it to colleagues. This provides differentiation because the high-achieving learner rises to the challenge of explaining something to the others, and the lower-achieving learners get individual tuition.
- Individual attention is given to each participant by the trainers, for example when monitoring groupwork and individual work, and through personal discussions during breaks.
- Providing participants with choice, as, for example in Session 16, where participants are allowed to choose what features of child-centred learning they will begin with when they return to their schools. More confident learners will be more ambitious. Less confident learners will choose fewer, easier ideas. This is differentiation.

Professionalism

This includes being on time and ready to start first thing every day. It involves knowing where your resources are, knowing how technology works, making sure events and meetings happen at the right time, and orchestrating the training in general. It also includes knowing exactly what you're doing, how and why, at any point during the workshop which is challenging. Sometimes most challenging of all is your ability to deal with a problem situation without panicking or getting angry. Just like good teachers, professional trainers know how to deal with behaviour problems professionally and with minimum disturbance to all learners.



Session 18, Resource 3: Trainer mantras

Trainer mantras

How quickly can you match the start, middle, and the end of the trainer mantras?

- | | | |
|---------------|----------|------------------|
| 1. Ask | is | more. |
| 2. Honesty | is | outcomes. |
| 3. Less | your own | you tell. |
| 4. Reflection | before | learning. |
| 5. Achieve | before | the best policy. |

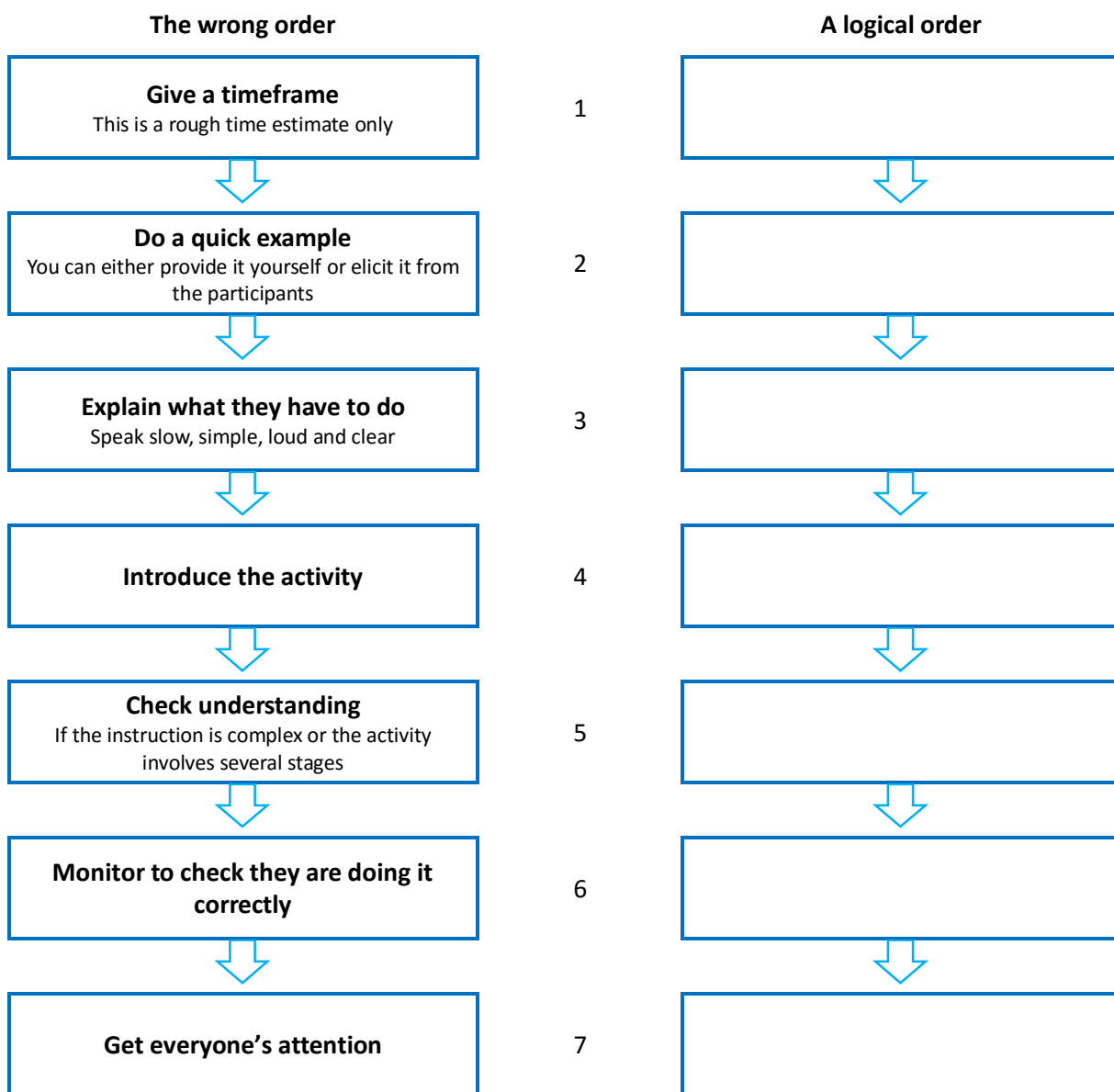
Copy them below, discuss and explain why they are important. What might happen if a trainer forgets the Mantra?

1.
2.
3.
4.
5.

Session 18, Resource 4: Giving effective instructions

Giving effective instructions

Put the stages to giving an instruction in the most logical order:



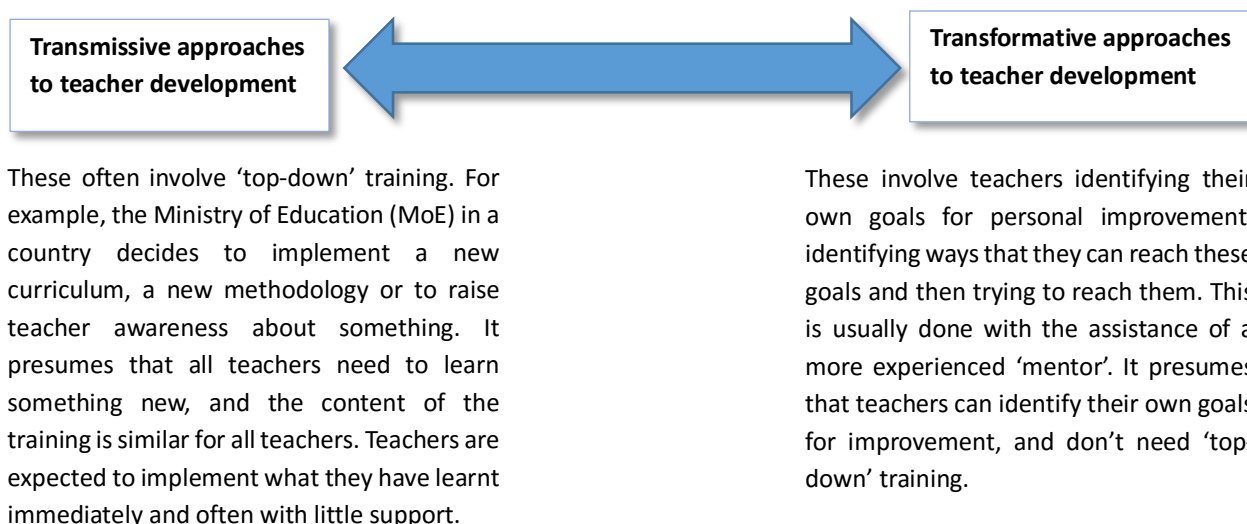
Now choose a complex activity from the workshop and practice giving the instruction in pairs or threes. Good examples:

- Session 2, instruction to the activity where participants identify the differences between in-class formal learning and natural learning outside the classroom;
- Session 4, instruction to the 'What did you do at school today?' activity;
- Session 8, instruction to the main task - the problem solving groupwork activity;
- Session 18, instruction to the 'bus stop' activity (that we did this morning).

Session 19, Resource 1: In-service teacher development

In-service teacher development

There are many strategies that can be used to help teachers to improve their practice after they start teaching. Let us use the following categories to analyse and understand them:



Some teacher development strategies fall in the middle between transmissive and transformative approaches. For example, if the MoE decides that teachers need to improve their assessment practices, but allows them to choose how to do this, and provides support to help them, this approach involves both transmissive and transformative elements.

Task A. Reflection Questions

Make notes on these questions:

1. What are the advantages of a transmissive approach to teacher development?
2. What other potential problems with such an approach?
3. What are the advantages of a transformative approach to teacher development?
4. What are the potential problems with transformative approaches?
5. Which of these two approaches is being used in this training program?

Reading task
continues
below

Task B. Analysis of Strategies

Look at the following teacher development / training strategies, and for each one, decide if it is typical of a transmissive or a transformative approach to teacher development, or whether it would be useful in both?

1. Workshops

A trainer provides training for teachers on an aspect of teaching/learning.

These are often done centrally, with large numbers of teachers attending. However, research indicates that they are most effective when delivered in the school where the teachers work, and when attended by the headteacher as well. Their main advantage is that lots of teachers can be trained by a small number of trainers quite quickly. The main disadvantage is that teachers often don't implement the training.

2. Lesson observation

A trainer, headteacher or colleague observes a lesson by the teacher. Afterwards, they discuss the lesson together.

Often used for 'quality assurance' (i.e. to check how well teachers are teaching), lesson observations can also be a learning tool if they are followed by a discussion in which the observer helps the teacher to evaluate their lesson, identify strengths and weaknesses and goals for self-improvement. When the observer is another teacher, it is often called **peer-observation**.

3. Mentoring

A teacher meets regularly with a 'mentor', who could be an experienced colleague, a trainer, or a headteacher to discuss their work and find solutions to problems.

Mentoring is most common for newly qualified teachers, but can be done for any teacher. It works best when the teacher trusts the mentor, and when the meetings are regular (but they can be quite short). Some mentors see their role as being to provide advice, while others prefer to listen and ask useful questions to let the teacher think of their own solutions.

4. Co-planning

A teacher plans a lesson with the help of a trainer, the headteacher or another teacher.

This is a useful development tool, especially for newly qualified teachers. It provides an opportunity to think and discuss what they should teach, and how to structure a lesson. If two colleagues who teach the same subject at the same grade plan together, they can both try teaching the lesson and get together afterwards to discuss how it went. Successful lessons can be saved and shared with other teachers.

5. Demonstration Lessons

A teacher trainer or a teacher (often an experienced one) teaches a lesson with a number of teachers observing.

Afterwards the lesson is discussed.

The lesson may be taught to real learners, with the observers sitting at the back, or it may be taught to 'teachers', who pretend to be learners (micro-teaching). Sometimes these are 'model lessons', which teachers are expected to copy, and sometimes they are simply example lessons, and the benefit comes from the critical discussion of the strengths and weaknesses of the lesson afterwards.

6. Team teaching

Two teachers, or a teacher and a trainer teach a lesson together.

For team teaching to be successful, the team should plan the lesson together, deciding carefully who will teach which parts of the lesson. It is more useful if the team also meet to discuss how the lesson went afterwards. It can be a useful way to show someone new strategies or techniques, and get them to try them out.

7. Lesson study

Three teachers of the same subject at the same grade (they may be from different schools) plan a lesson together, then they all teach it with the other two observing. After each 'teaching' of the lesson, changes are made to the lesson to improve it.

Although this is a long process, it can be very useful if done well, and can lead to some very effective lessons being created and shared between schools. At each stage in the process, the three teachers work together to improve the lesson and the resources. In lesson study, the focus is more on the lesson rather than the teacher, and the finished lesson itself is both product and evidence of their professional development.

8. Teacher discussion groups

Teachers of the same subject get together several times a year to discuss problems, share ideas and resources.

Discussion groups are set up and controlled by the teachers themselves. This gives them the opportunity to choose what they want to discuss and how to share their experience and ideas. They often work best if a sensitive and responsible teacher acts as 'coordinator', making sure that decisions are made democratically and all are involved.



Session 20, Resource 1: Workshop evaluation form for trainers

Workshop evaluation form for trainers

This evaluation form has 4 sections. It should be completed anonymously, so workshop facilitators should leave the room while participants complete it. Forms should be collected together by one workshop participant and given to the facilitators. Please complete in pen. Section 3 requires your reflections on the trainer training – day 6 of the workshop.

Section 1 – Your personal achievement of the learning outcomes

Please transfer your individual scores from Session 16, Resource 1 into the table below (5=100% true; 0=0% true):

My score	Specific learning outcome
	A. I understand what a child-centred approach to learning is, and why it is effective;
	B. I know a wide range of strategies and ideas that will help me to implement child-centred learning in my classrooms;
	C. I know what an effective child-centred lesson looks like, and how this contrasts with ineffective non-child-centred lessons;
	D. I know how to use and adapt my textbooks to support a child-centred approach to learning;
	E. I can design and make a range of effective, low cost classroom materials and teaching aids to support child-centred teaching/learning;
	F. I understand why stimulating classrooms are important, and am ready to begin making my own classroom more stimulating;
	G. I can prepare, teach and evaluate lessons effectively within a child-centred approach to learning;
	H. I feel ready to begin learning in my own classroom, and to share with, and support other members of my team as I learn;
	I. I am ready to deal with the challenges that I face as I change my own teaching towards a child-centred approach to learning.
My score	Overall Outcome
	I have the required knowledge, skills and understanding to begin implementing an effective child-centred approach to teaching and learning in my classrooms.

Section 2 – Your rating of the workshop organisation and facilitation

Please provide scores and comments on the following:

5 = Excellent 4 = Good 3 = Acceptable 2 = Could be improved 1 = Poor 0 = Unacceptable

Add any comments here:

Prior notification of the workshop:

Organisation and timetable:

The workload during the workshop:

The workshop environment:

Other:

Here you can choose to evaluate something that you would like to comment on personally.

Please continue on the next page

Section 3 – Qualitative evaluation of the **trainer training**: please provide as much information as possible

To what extent do you now feel ready and able to deliver this workshop to teachers?

What did you find most useful in the training?

Was anything not useful?

Was anything lacking from the programme? Focus specifically on day 6 here.

Section 4 – Helping us to improve and support your development

Please comment on the quality of facilitation/training:

What recommendations would you make for...

a) improving this workshop?

b) the next stage of training?

Are you... a teacher? ☐ a headteacher? ☐ other: _____

Thank you for your feedback.