PlayMatters
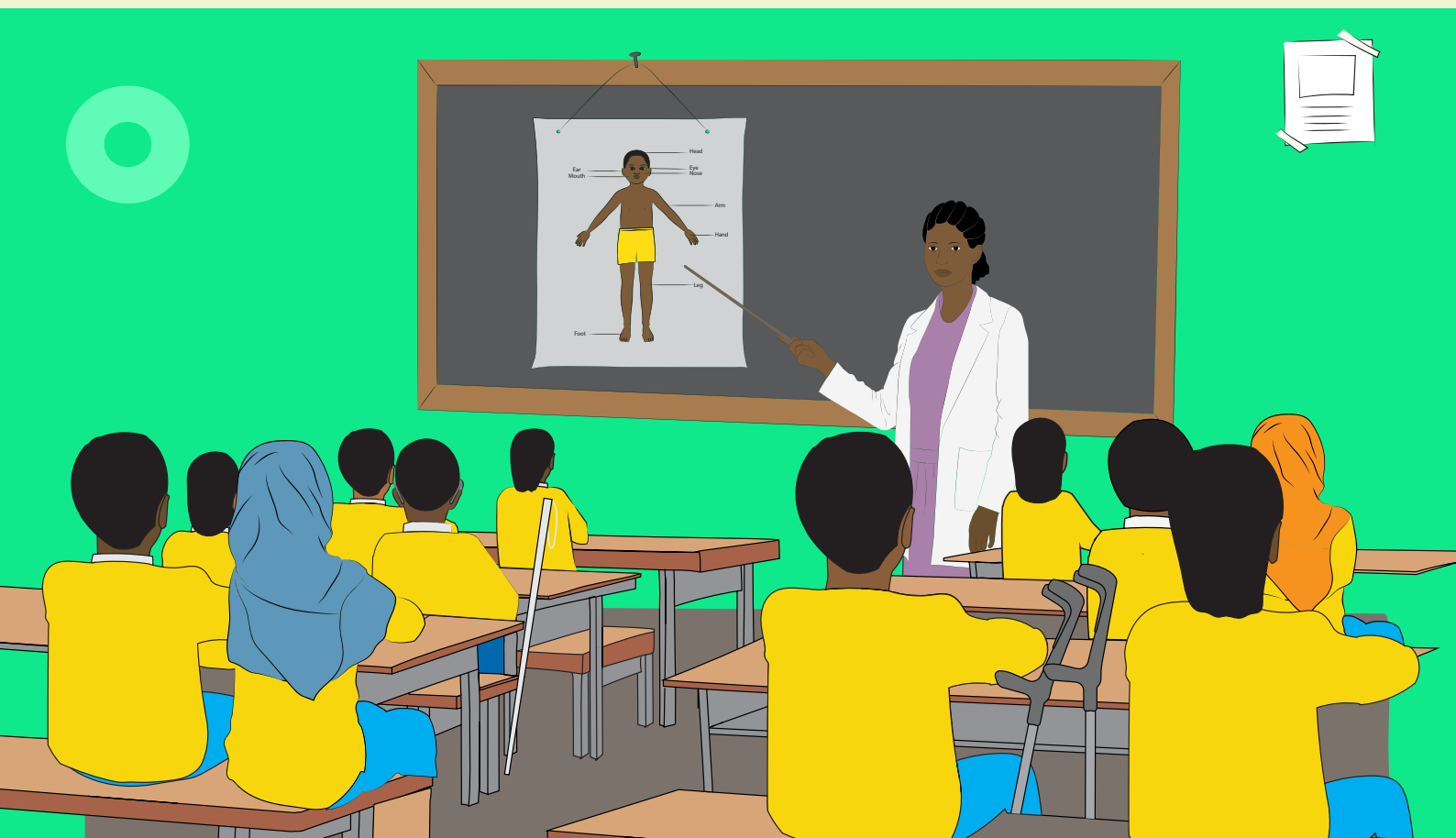
Learning through Play at School

Facilitator Guide for Training Continuous Professional Development Committees

2025

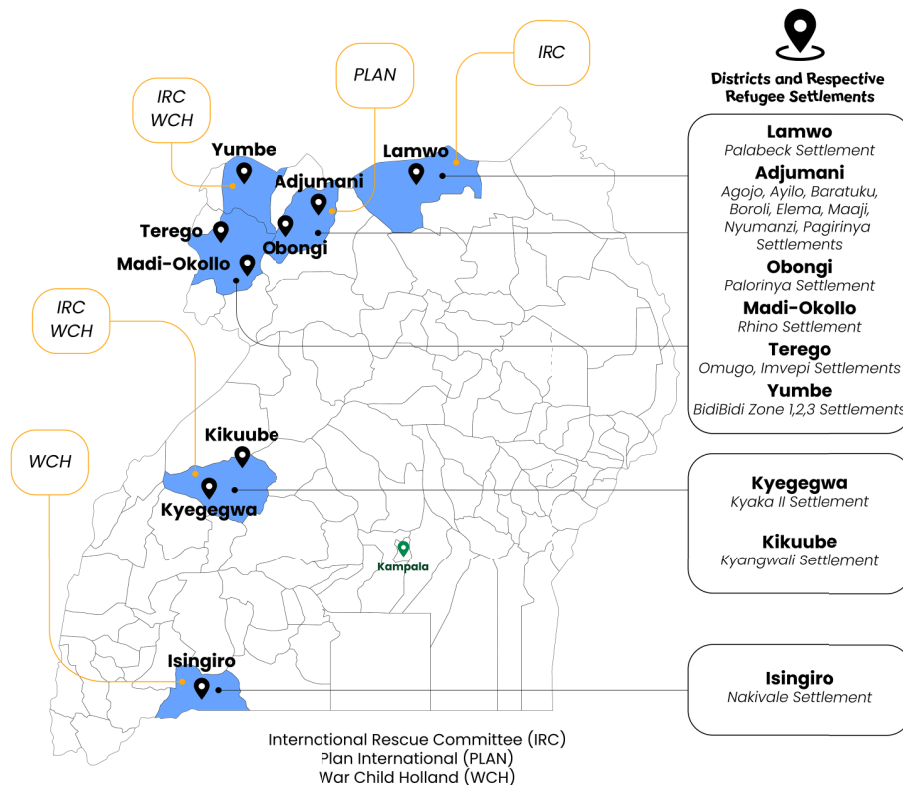# Where We are Working

PLAN

IRC

IRC
WCH

IRC
WCH

WCH

Districts and Respective Refugee Settlements

Lamwo
Palabeck Settlement

Adjumani
Agojo, Ayilo, Baratuku, Boroli, Elema, Maaji, Nyumanzi, Pagirinya Settlements

Obongi
Palorinya Settlement

Madi-Okollo
Rhino Settlement

Terego
Omugo, Imvepi Settlements

Yumbe
BidiBidi Zone 1,2,3 Settlements

Kyegegwa
Kyaka II Settlement

Kikuube
Kyangwali Settlement

Isingiro
Nakivale Settlement

Yumbe
Adjumani
Lamwo
Terego
Obongi
Madi-Okollo
Kikuube
Kyegegwa
Isingiro
Kampala

Internctional Rescue Committee (IRC)
Plan International (PLAN)
War Child Holland (WCH)

Uganda

Introduction

PlayMatters seeks to build sustainable capacity in existing education systems to integrate Learning through Play (LtP) approaches for **800,000+** refugee and host community children ages **3-12+** in Ethiopia, Uganda and Tanzania. The objective is to give children the opportunity to improve holistic learning and wellbeing in contexts of crisis and poverty. In Uganda, PlayMatters targets **350,000 children** in refugee settlements and host communities.

The PlayMatters consortium is led by the International Rescue Committee, and includes Plan International, War Child Holland, Innovations for Povery Action, and the Behavioural Insights Team in partnership with the **LEGO Foundation.**

PlayMatters acknowledges with gratitude the tremendous support of the **Ministry of Education and Sports** in Uganda to the success of the project.

Disclaimer
PlayMatters content development follows a build-test-learn process and hence content may go through further refinement and development.

Foreword

In the ever-changing landscape of education, Learning through Play stands as a cornerstone for nurturing creativity, critical thinking, and a genuine love for learning.

Teacher Continuous Professional Development (TCPD) is an essential component of skilling teachers. This guide is designed for use by trainers of trainers as a vital tool to develop capacity of the School Based CPD committees to effectively support teachers implement Learning through Play in their practice. This guide is used hand in hand with a handbook for the school based CPD support for Learning Through Play as a resource for aiding reflection and practice during the training cascade for the school based CPD committee on Learning through Play.

We trust that **Learning through Play at School Facilitator Guide for Training CPD Committees** will be an asset as you set out to train the CPD committees on how to support teachers create joyful, active, socially interactive, and meaningful learning experiences for learners in pre-primary and primary school.

Together, let's embark on a journey where enjoyment and education blend, shaping young minds into vibrant teachers.

Enjoy the journey of exploring the various sections and confidently integrating Learning through Play into the classroom with enthusiasm and assurance!

Martin Omukuba

PlayMatters Project Director

Acknowledgement

PlayMatters acknowledges with gratitude the writers, reviewers and supervisors from the Ministry of Education and Sports, the teacher training institutions including Arua, Bulera, Kabulasoke, St. John Bosco Lodonga, Bishop Stuart Mbarara and Kitgum and the District Education Officers from refugee hosting districts for their tireless effort rendered to the making of this.

Recognition also goes to the PlayMatters Consortium Partners; led by the International Rescue Committee (IRC), including Plan International, War Child Holland (WCH), the Behavioral Insights Team (BIT), and Innovations for Poverty Action (IPA) in partnership with LEGO Foundation, for their expertise, input, and utmost dedication during the entire development process of this **Learning through Play at School Facilitator Guide for Training CPD Committees.**

We would like to thank the **LEGO Foundation** for their partnership and financial support which made this workbook possible and our field staff for their hard work and dedication to the success of this project.

A heartfelt thank you to the dedicated PlayMatters committee members, technical team, illustrators, graphic designers, and everyone who contributed to the successful creation of this material. Special recognition goes to the following individuals:

Writers: Joseph Adweka, Beatrice Kayegi, Joshua Oluga, Mary Ayaa Ocaya, Selfago Fuse, Laura Snider, Thomas Oredo

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Illustrator: Harriet Awino Jamwa

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Thank you all for your invaluable contributions!

About this Guide

This facilitator guide is prepared for the Training of Trainers (TOTs) who use it to train the Continuous Professional Development (CPD) committee that is constituted of school leaders i.e., Headteacher, Deputy headteacher, Director of Studies (DOS), Subject heads, class level heads, Senior man/woman teacher in the implementation of school-based CPD approach.

The facilitator guide is to be used during the **3-day training** intended to deepen further understanding of the concept of Learning through Play and roles and responsibilities of the CPD committee to effectively support teachers implement LtP at the school level. During the training, the ToT is expected to model some of the functions that are relevant for the CPD committee members to conduct more engaging and proactive LtP support supervision. The training is aimed at ensuring that the CPD committee members appreciate the concept of LtP and their functional role by gaining more knowledge, skills, and confidence to offer progressive and informative mentorship and support through a number of CPD activities that support teachers implement LtP in the schools.

The training focuses on deepening understanding of the topics related to the concept of LtP, the LtP teaching strategies and practices, the roles and responsibilities of CPD Committee in the implementation of the school-based CPD, Hands on practice on selected CPD activities and the like. This training is delivered through three structured sessions per day: Morning session (9:00 – 10:30 am), tea break, Mid-morning session (11:00 am – 1:00 pm), lunch, and Afternoon session (2:00 – 4:00 pm).

This facilitator's guide is used hand in hand with the CPD Handbook and the Teacher Workbook.

Acronymns

CCT	Center Coordinating Tutors
DOS	Director of Services
ECD	Early Childhood Development
HoD	Head of Department
LtP	Learning through Play
TCPD	Teacher Continuous Professional Development
TLMs	Teacher Training Institutes
ToT	Teaching and Learning Materials
TTI	Training of Trainers

Table of Contents

Session 1

Welcome, Opening and Climate Setting

Overview

This session is intended to create a welcoming learning environment, set the workshop climate, and motivate participants to participate joyfully and meaningfully during the training sessions.

Objectives

By the end of this session participants will be able to:
- Explain and agree on workshop expectations, and social norms for the workshop.
- Introduce the workshop objectives and program.
- Orient participants to the use of the CPD handbook.
- Complete the pre-test.

Content Outline

- Prayers, Introductions, and welcome remarks.
- Objectives and program.
- Setting expectations and ground rules.
- Pre- test.
- Distribution of workshop materials.

Duration

- 1 hour 20 minutes

Delivery Methodology

- Discussion
- Question and answer
- Visual presentation
- Self-reflection

PlayMatters

🕐 **30 min**

Welcoming and Introductions in Plenary Session

Topic

- Official Opening of the Workshop

Resources

- ☐ Opening Slides
- ☐ Hard copies of the program workshop and objectives

Activities

- Prayer.
- National anthem(s) of Uganda's national anthem.
- **Introductions by;**
  - Each school introduces their CPD committee members with each member giving his/her name, title, what is one thing from the LtP training they 've learned and practiced.
  - Facilitation team.
  - Other officials present- Individual introductions by name, title, and location.
- General workshop objectives and Program.
- Display and take the participants through the Workshop objectives as below.

Workshop Objectives

- Develop a deeper understanding of LtP concept and teaching strategies and practices.
- Equip the CPD committee with required skills and tools to effectively conduct school – based LtP-focused CPD activities.
- Deepen their understanding of their roles as CPD Committee members in supporting LtP implementation in their schools.
- Guide the CPD Committees to develop plans for conducting school- based activities.
- Display the 3-day Workshop Schedule and walk them through the agenda and topics to be covered.
- Remind participants that this is an extension of their initial LtP training meant to build their capacity to provide support supervision to their fellow teachers to deepen their practice of LtP. The Head Teacher and Lead Caregiver is primarily responsible for coordinating and ensuring the functionality of the CPD Committee.
- Answer any questions.
- Welcome Remarks.
  - PMs staff (organizer)
  - Host CCT
  - Host district education officer/representative (for teacher training)

15 min

Pre-Test

Topic

- Pre-Test

Resources

☐ Pre-test Questionnaire

Activities

• Introduce the purpose of the pre-test, which is to allow the facilitators to understand the baseline level of knowledge participants have and which sessions to emphasize during the workshop. It is not going to affect performance or be reported outside of the facilitation team.

• We ask that you work individually, and it is okay if there is something that you do not know. The information will just be used as an initial assessment to guide the facilitators to understand where participants' learning needs might be. At the end of the workshop, we will administer another post-test to compare an increase in knowledge and inform facilitators which sessions were most effective.

• Administer pre-test.

20 min

Identifying Participant Expectations

Topic

- Participant, Expectations and Social Norms

Resources

☐ Flipchart

Activities

• Flash the Expectations of Participants (either on a flipchart or a slide).

  - Active participation.
  - Ask questions.
  - Be present and keep phones on silent.
  - Listening to and respecting each other.
  - Keeping time.
  - Committing to putting into practice the LtP-focused CPD activities we will discuss.

• Ask participants what their expectations are and add to the flipchart or slide. Make sure to clarify any logistics such as fees, meals, etc.

• Once expectations have been generated, read them one by one and ask participants to Hold It Up (thumbs up = fully agree, thumbs down = disagree, hands out = not clear).

PlayMatters

Quickly cover all of the expectations and address any unclear or disagree. Clearly indicate if there are ones that need PlayMatters to address and let the Field Officer know.

Facilitator Note

All written notes with participant expectations need to be collected, analyzed, and included in the report.

🕐 **5 min**

Appointing Officers

Topic

- Appointing Officers (In Plenary)

☑ **Resources**

☐ Flipchart

Activities

Facilitator displays roles of the different positions and asks participants to nominate or to volunteer for the following positions to ensure that the workshop objectives and expectations to be met smoothly:

- Timekeeper
- Participant leader (male and female)
- Spiritual leader
- Welfare

> **Other**
>
>

🕐 **10 min**

The CPD handbook as a Tool for conducting CPD activities in the school

Topic

- Introduction to the workshop materials

☑ **Resources**

☐ School-Based CPD committee-Handbook
☐ Writing Handbook
☐ Pens

Activities

- Hand out 8 CPD committee Handbooks to each headteacher to sign for and label with school name then give copies to his/her other members for use in the training. Point out that the handbooks will remain property of the school that the committee will be using as resource material and not personal books.
- Briefly introduce the overview section of the book, why, and how it is used by the CPD committee. Let the CPD committee members know that you shall need this book as a reference during the 3 days training and when conducting supportive supervision.
- Introduce the parts of the Handbook (Part 1: CPD committee formation and functions, Part 2: Support literature materials for CPD activities and appended Tools)
- Answer any questions that participants have about the Handbook.

Proof of Learning

- The participants are able to articulate expectations for themselves and objectives of the workshop.
- Participants can describe the structure of the CPD Handbook.

Facilitator's Notes

- Make sure to get agreement on the Social Norms and Expectations. Please address all raised expectations in a respectful and transparent way, even if we have to say we are not going to meet them. Prepare yourself in advance to know what is and is not being provided at this workshop (specifically what is and is not going to be provided in terms of logistics. Expect questions about: meals, transport refunds, sitting allowances, t-shirts, etc.). Please do not make promises that cannot be fulfilled.
- Facilitators please mark the pre-test as soon as possible. This is meant to inform where we put emphasis on the training in the agenda (diagnostic testing). Once marked, please note areas of concern to emphasize and reinforce during the training. Then hand off the marked pre-tests to the MEAL officer for recording.

Session 2

Reviewing the LtP Definition & Recognizing its Benefits to TPD

Overview

This session is intended to refresh participants on the knowledge from the Foundational LtP Training and deepen their understanding on the LtP definition, its elements and how it benefits teacher professional development.

Objectives

By the end of this session participants will be able to:
- Explain the meaning of LtP and its elements.
- Provide actionable LtP-focused feedback for improvement of teacher instructional practice.

Content Outline

- Deep understanding of the Meaning of LtP in practice.
- The 3 key elements of LtP.
- Benefits of LtP to TPD.

Duration

- 1 hour 30 minutes

Delivery Methodology

- Small Group Discussion
- Plenary presentation
- Ponder and Play
- Movement-based activity
- Circus
- Individual Reflection

30 min

Building on prior knowledge
(Reviewing the LtP Definition)

Topic

- Review the Learning through Play Definition

Resources

- ☐ 1 letter card with a stem written clearly on it (ST, SH, or TH)
- ☐ 1 set of 40 bottletops with the following letters for each group:
b, c, d, f, g, h, l, m, n, p, r, s, s, r, t, t, y, a, a, a, e, e, e, i, l, l, o, o, o, u, u, u, ea, ea, ee, ee, ou, ou, oo, oo

Activities

LtP Literacy Activity, Ask participants to:
• Give each group of 6 participants a set of bottle tops and letter cards. The bottle tops have common consonants and vowels while the letter cards have a stem.
• (either a prefix or a suffix or a consonant cluster blend). Each group will work with one stem that must be included in every word they form.
• Within the group of six, ask each participant to randomly choose 5 bottletops (mix of vowels and consonants), now please find a partner to work with and form a pool of 10 letters to choose from.
• Now turn over the remaining 10 bottletops so that they are face down.
• Working with your partner, form as many words as possible using only the letters you have AND containing the given stem. The stem can be used at the beginning, middle or end of the word as you choose.
• In case you cannot form a word with the letters in your possession, you can then "shop" from the remaining 10 bottletops in the centre by exchanging with what you picked.
• Your goal is to form as many words as possible using the bottletops in your possession. You have five minutes.

Facilitator Action:
After facilitating the activity, ask the below-listed reflection questions to the participants. After discussing, ask the participants to share their key ideas in relation to the reflection questions below.
• Which of the 4 core LtP elements did you experience in this activity? (Reminder: The core elements are uses materials, has a clear, planned learning objective, is interactive, and is safe, positive and inclusive.)
• What academic skills are being practiced in this activity? (Listen for; letter recognition, word decoding, reading, spelling, and vocabulary)
• What social skills are being practiced in this activity? (Listen for; collaboration, communication, turn-taking, decision-making, patience, and sharing)
• At what class level can this activity be done?

  - (Lower Primary-sounding letters, letter recognition, matching letters, decoding, forming simple words, reading simple words, spelling)

- (Upper Primary – Spelling words, building words using prefixes and suffixes, vocabulary, writing a word in different forms)

• How could we make this activity suitable for pre-primary level? (Listen for ideas such as: matching letters, sorting bottle top letters, top class can form simple 3- letter words, etc.)

Facilitator's Notes

If necessary, based on responses to the reflection questions, do a quick review or reminder on the LtP definition.

Learning through Play (LtP) is an active teaching and learning method that capitalizes on a child's natural desire to engage in play. Core elements include:

• The adult facilitator (a teacher or community volunteer) intentionally plans and delivers contextually and age-appropriate guided playful experiences with clear learning objectives.

• LtP experiences promote interactions with people and/or materials that allow children to question, experiment, practice, and discover, developing critical skills that they need to thrive today and in future.

• The facilitator deliberately creates and maintains a positive, safe, and inclusive environment for children, allowing children to feel comfortable and joyful.

Summary

LtP is an active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

30 min

Deepening Knowledge about the LtP Definition in Practice (Scenario Activity)

Topic

● Deepening knowledge about the application of the LtP definition

Resources

☐ Participant Handout #1 with Scenarios
☐ Flipchart
☐ Markers

Activities

• Instructions: Please form 4 groups, each group receives a scenario. Consider yourself as a supervisor doing a classroom observation. In your group, identify which element(s) of the LtP definition is missing and how to coach the teacher to bring out all the elements of LtP in their lesson next time. Please take 10 minutes as a group to discuss, and then each group will have 5 minutes to present to the plenary.

Scenario 1

Imagine you are observing a pre-primary lesson on language development where the lesson plan indicates that learners are practicing letter recognition. The teacher leads the children through a pass-on game where each learner picks a letter from a box/bag and they form a circle while singing the Old Kakande/Old MacDonald song. They pass on the letters following the rhythm in an anti-clockwise direction and hold up the letters when the animal sounds come, then continue passing to the beat. All the learners are engaged, paper cards are safe for young learners, and each child participates actively in the circle and song. After that, the teacher tells them to collect back the letter cards and they sing a thank you song.

Facilitator Note: The missing element is no clear learning objective, despite having it in the lesson plan. Coach the team to identify how to better use the materials and interactions intentionally to bring out the learning.

Scenario 2

Imagine you are observing a P1 lesson on addition of 1-digit numbers. In the lesson plan, the teacher indicates use of dice and counters. During the lesson, the teacher tosses the dice and picks the counters according to the numbers that appear, adding them together to get the sum. She repeats this three times as the learners observe. Then she writes an exercise for the learners to do in pairs. You notice the learners are using their fingers to count. The teacher walks around giving encouragement and checking for correct sums.

Facilitator Note: The missing element is use of materials that the learners interact with to have hands-on, minds-on experience of mathematics. Coach the team to identify how to effectively use materials to facilitate learning of addition, not just demonstration.

Scenario 3

Imagine you are observing a pre-primary lesson where the lesson plan is focused on developing mathematical concepts. During the lesson, the children are sorting and counting various objects in groups of 10 children. In Group 1, the children are using plastic bottletops. In Group 2 they are using stones. In Group 3, they are using rough sticks. In the Group 4, they are using bean seeds. And in Group 5, they are using small soft balls. While the teacher is working with Group 1, the children in group 2 are throwing stones at Group 3 who have been poking them in the back with their sticks, while in Group 4 one little boy has inserted bean seeds into his nostril. The teacher hears shouting and calls the class back together to try to manage.

Facilitator Note: The missing element is safe and inclusive enabling environment. Coach the group to identify ways to make the classroom environment safer and remove hazards for the children.

Scenario 4

Imagine you are observing a science lesson where the focus is labeling parts of a plant. The lesson plan indicates that the children will move outside to the school garden to pick any flowering plant. The teacher accompanies the children to ensure they are all safe and on-task. Upon returning to class, the teacher asks the learners to individually paste the plant they picked in their books and label the different parts. After that, the teacher calls on two children—one boy and one girl—to show their work to the rest of the class without explaining.

Facilitator Note: The missing element is interaction between the learners. Coach the team to identify ways to promote interactions among the learners within the lesson.

Closing Reflection

Please turn and talk to your neighbor. Did you find giving the feedback easy or difficult? How is it different to coach someone else rather than creating the activity or lesson yourself? (Facilitator Note: Listen for ideas such as teachers might be resistant to feedback, it can be hard to come up with activities on the spot, you might have different ideas about how you would do it but need to use the style of the teacher, etc.)

30 min

Small Group Discussion Activity

Topic
- Benefits of LtP to teacher professional growth and confidence

Resources
- ☐ Flipchart with key ideas
- ☐ Markers

Activities

Instructions:
Now that we have looked at some scenarios of LtP practice in the classroom, let's take 15 minutes to reflect on three key ideas about LtP practice in the classroom. Please get into 3 groups. Each group will start at a different station and then rotate. At the last station, prepare to present a summary of the three key findings for your topic area.

• How LtP supports teachers' professional growth and development.
• How LtP supports teachers' confidence and motivation.
• How LtP teaching supports schools to achieve the expectations that the DEO/DIS/MoES and parents have of the children's learning outcomes.
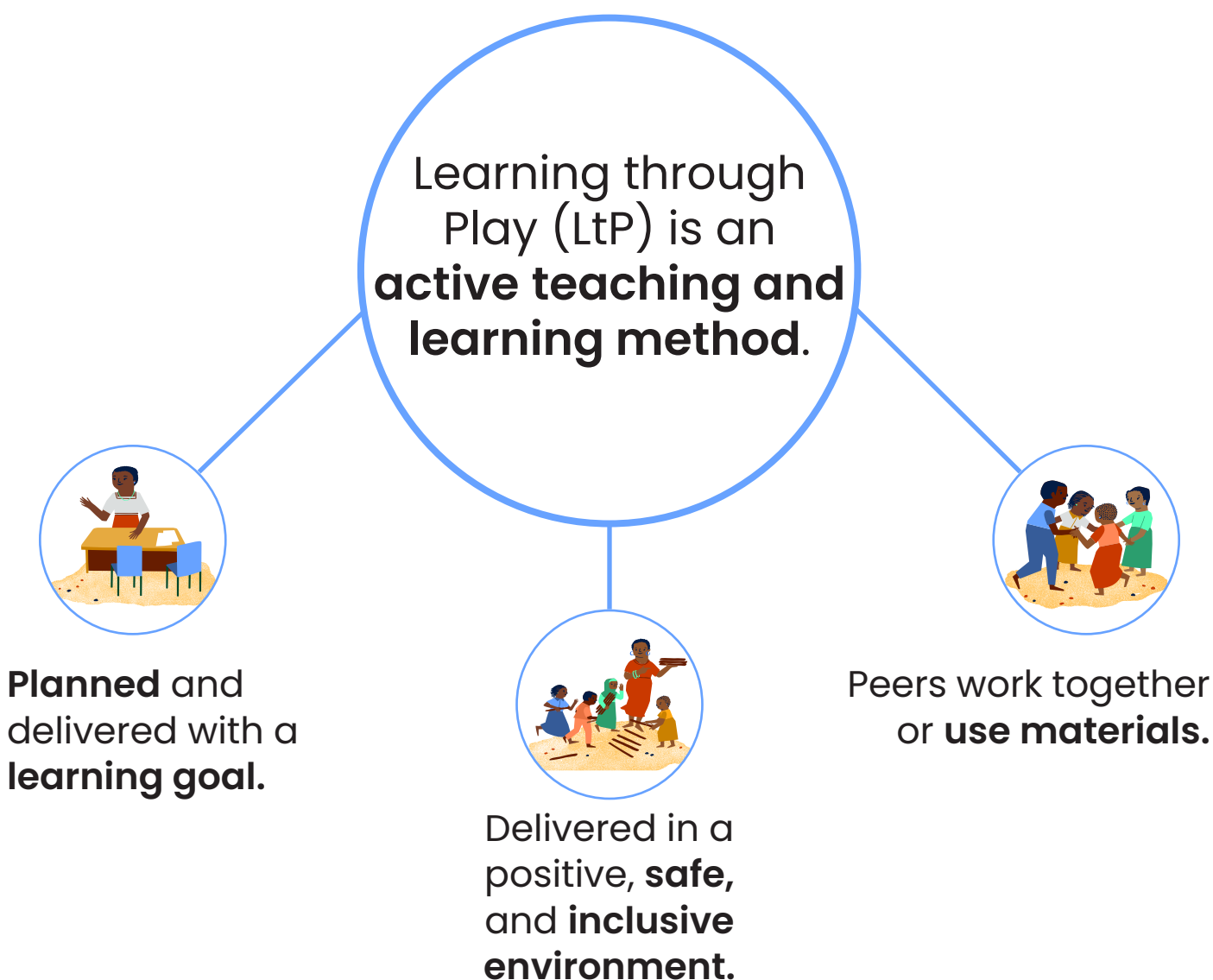
Closing:
Facilitator summarizes the discussion highlighting the following using the facilitators notes below:

• Through the School-based CPD Model, CPD Committee members support teachers to grow professionally through various activities:

- **Support supervision** which develops teachers' confidence and skill improvement to actively plan, deliver and assess their LtP-focused classroom lessons and management practices.
- **Peer Learning** which helps teachers to learn from each other and develop their LtP skills and be motivated by what others are doing.
- **Ongoing trainings/refreshers** which introduce new knowledge and practices on LtP.
- **School-based meetings and communities of practice** that allow for sharing of experiences and problem-solving.

• This kind of teaching and learning enhances learners' participation aligning to Ministry and Local Government policies and priorities. The use of materials and interactive approaches increases learners' understanding of the academic subject matter, leading to better learning outcomes which is a key concern of parents.

Proof of Learning

• Participants have a better understanding of the meaning of LtP and its elements.
• Participants are able to clearly explain how LtP support teacher professional growth.
• Participants are able to show how the LtP elements look like in a lesson or classroom situation.

Facilitators Notes: LtP Definition Visual

Learning through Play (LtP) is an **active teaching and learning method**.

Planned and delivered with a **learning goal.**

Delivered in a positive, **safe,** and **inclusive environment.**

Peers work together or **use materials.**

Session 3

Deepening Understanding of LtP Teaching Strategies & Practices in Lesson Planning

Overview

This session is intended to deepen participants' knowledge and understanding of the LtP strategies and practices so as to know what to look for in LtP lesson plans and delivery and build their capacity to ably provide appropriate LtP-focused support to the teachers.

Objectives

By the end of this session participants will be able to:
- Review the LtP teaching strategies and practices.
- Recognize LtP teaching strategies and practices in lessons.
- Provide actionable LtP-focused feedback for improvement of teacher instructional practice in regards integration of LtP strategies and practices.

Content Outline

- Review LtP teaching strategies and practices.
- Integrating LtP strategies and practices in a lesson plan.

Duration

- 2 hours

Delivery Methodology

- Small Group Discussion
- Large Group Discussion
- Plenary discussion
- Individual Reflection

30 min

Small Group Activity

Topic

- Reviewing LtP Strategies and Practices

Resources

- ☐ Flipchart
- ☐ Markers
- ☐ Participant Handout #2

Activities

Instructions:

• Please get into 4 groups based with mixed class level (try to make the groups as even as possible). I will give you a phase of the lesson and one of the LtP Strategies, and you will take 10 minutes to come up with as many examples of how to use the supporting practices in that phase for each class level.

For example:

- In Pre-primary Introduction Phase, I can use Body Movement to practice writing numbers using different body parts.
- In Lower Primary Introduction Phase, I can use Body Movement to have the children practice drawing different shapes on the ground by dragging their heel in the dirt.
- In Upper Primary Introduction Phase, I can use Body Movement to practice showing different types of angles.

• Then we will share in the plenary the many examples you can identify!

Group 1: Focus on the Introduction Phase
LtP Strategy: Teacher connects the lesson to learners' lives and experiences.

Group 2: Focus on the Experiencing Phase
LtP Strategy: Teacher uses different ways to teach a concept through joyful activities.

Group 3: Focus on the Sharing of Experiences Phase
LtP Strategy: Teacher creates opportunities for learners to actively participate and share ideas with peers through practice, discussion, and engagement.

Group 4: Focus on the Evaluation Phase
LtP Strategy: Teacher provides opportunities for learners to demonstrate their learning of the lesson objective.

Reflection

• Which of the LtP S&Ps are more commonly used by teachers?
• Which of the LtP S&Ps are not as easily used by teachers? Why?
• Which phase of the lesson do you find it the easiest and hardest to incorporate LtP S&Ps into?

Closing Summary by the Facilitator

• Appreciate participants for the multiple ways that they were able to use the LtP S&Ps in the different phases and at different class levels. Draw attention to any exemplary ideas.

Remind participants that as supervisors, they might review lesson plans that utilize these strategies but with different practices or methods. They should appreciate and encourage teachers to think of more practices that they could continue integrating in their lessons!

🕐 **1h 20m**

Lesson Plan Review Activity in Groups

Topic

• Applying LtP Strategies and Practices in a Lesson Plan

Resources

☐ Sample Lesson Plans for Pre-Primary, Lower Primary and Upper Primary
☐ Markers
☐ Flipchart

Activities

Instructions:
• Let's divide into groups based on your class level focus area: pre-primary, lower primary and upper primary. Try to make the groups as even as possible with no more than 10 participants in each group.
(If there are many participants, we can sub-divide into smaller groups with 1 group for pre-primary, 2 groups for lower primary and 2 groups for upper primary)
• Each group will receive an LtP sample lesson plan that a teacher has written to review. We will go phase by phase through the sample lessons to first identify the LtP Strategies and Practices (S&P) reflected there, and then suggest other LtP S&Ps that could be useful in that phase. (10 minutes each round)
• We will quickly share in the plenary after each phase [Where there are two groups, have them take turns sharing either the LtP S&Ps identified or the suggested other S&Ps.] (5 minutes for each class level to summarize)
• Repeat for each phase of the lesson.

10 min

Reflect-Apply-Connect

Topic

- Closing of the Day

Resources

- ☑
- ☐ Notebook
- ☐ Pens

Activities

Let participants answer the following reflection questions in their note books (5 min)

• How do the activities we completed today give you better understanding of LtP?
• What will be challenging for you when you are coaching teachers who are learning to implement LtP in the classroom?
• On a scale of 1-10, where 1 is not confident and 10 is very confident, what number would you give yourself? What support do you need to feel more confident?

Ask 2-3 participants to share their thoughts in plenary, then thank them and close the day. Indicate what time they should start tomorrow morning.

Proof of Learning

• Participants have a better understanding of what LtP strategies and practices are.
• Participants are able to clearly explain the LtP strategies and practices and give relevant examples to illustrate
• Participants are able to show how to integrate the LtP strategies and practices in a lesson.

Facilitator Notes

LtP Strategy (What we want to see)

1 **Teacher creates opportunities for learners to actively participate and share ideas with peers through practice, discussion and engagement.**

LtP Practices (Ways to do it)
To do this, the teacher can assign individual/pair/group work activities such as:

Use Turn and Talk, Think-Pair-Share or Peer Review to let all learners speak out their ideas and learn from each other.

Use activities where the teacher can join in the activity with the learners to support learning together as a team (We Do).

Turn and Talk

Peer Review

Assign small group work intentionally. Mix it up based on the learners' needs: sometimes used same-level based groups (same interests, same language in a multi-lingual classroom, same ability); sometimes used mixed-level based groups (different interests, mixed language, mixed ability).

Create opportunity for movement in the learning environment. Use indoor and outdoor space, create stations or learning corners, rotate group members or locations.

Think-Pair-Share

Group Work

LtP Strategy (What we want to see)

2   **Teacher connects the lesson to learners' lives and experience.**

LtP Practices (Ways to do it)
To do this, the teacher can:

Create an activity at the start of the lesson for learners to draw out prior knowledge. The learners can draw, brainstorm, tell a story or answer a discussion question related to the lesson objective.

Connect the lesson to learners' real-life experience and environment. Ask learners to share their experiences or observations aloud. Let learners explain or demonstrate how to apply their knowledge outside the classroom.

Prior Knowledge

Learners' Real-Life Experience

Use examples or stories that are familiar or within learners' experience to introduce or teach new ideas.

Use more open-ended questions with learners to encourage many answers. Ask for learner's opinions, predictions, perceptions, interests and multiple answers.

Familiar Stories

Open-Ended Questions

LtP Strategy (What we want to see)

3 **Teacher uses different ways to teach a concept through joyful activities.**

LtP Practices (Ways to do it)
To do this, the teacher can use teaching approaches such as:

Use every day familiar items (like rocks, sticks, string, seeds or fruit) to explain a concept or make an abstract idea concrete to demonstrate and/or extend children's practice. Let the learners interact with the materials.

Everyday Items

Use body movement or acting (using fingers/elbows, nose to draw a circle or write in the air, jumping, using arms to do addition, singing with action, etc.) to help learners remember the lesson.

Body Movement

Use I Do, We Do, You Do as a technique that facilitates learning together. Use the We Do phase to demonstrate positive participation and behavior.
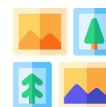
Group Work

Use images or visual objects to help learners understand and relate to the learning. Use games linked to the lesson objective: You can use either new or familiar games to assist better understanding of the concept.

Images or Visual Objects

LtP Strategy (What we want to see)

4 **Teacher helps learners keep their minds on the lesson with positive discipline and by reinforcing positive behaviors.**

LtP Practices (Ways to do it)
To do this, the teacher can cultivate teaching and learning practices such as:

Use learners' names to draw their attention back to the lesson, assign tasks like group work or recognize positive behavior. Use a kind and respectful tone with all learners and the full class. Vary your tone of voice to express the importance of the message or feelings.

Respectful Tone

Celebrate the positive behavior of learners and remind learners that they are valued, and respected. For example, clapping for a learner, thanking the group, giving specific praise, give stars for special achievements, sing for learners.

Celebrate

Encourage positive teamwork. Set group norms for equitable participation, identify positive behaviors, assess the group interactions and achievements, ask learners to reflect on their experience of working together as a team. Focus on the process of learning or problem-solving. Encourage learners to embrace engaging with challenges and recognize the joy of trying, not only the outcome.

Problem Solving

Model inclusive behavior and language that breaks stereotypes and encourages learners to interact across difference, with respect for all. Demonstrate this in all activities from Planning to Delivery to Assessment of Learning. For example, negatively labeling learners because of gender, ability, mother tongue, or academic confidence, or preventing specific groups of learners to access materials.

Model Behaviour

Build consistent and predictable routines to create a comfortable learning environment. Use signposts, signal songs, transition techniques, or clapping to re-focus attention.

Routine

LtP Strategy (What we want to see)

5 | Teacher provides opportunities for learners to demonstrate their learning of the lesson objective.

LtP Practices (Ways to do it)
To do this, the teacher can use formative and summative assessment practices such as:

Walk and check. During independent practice and group work, walk to different areas of the classroom to check learner comprehension of the concept.

Walk and Check

Show me! Ask learners to show how they worked out their process of learning. For example, a teacher asks a learner to explain how they solved a problem, created an experiment, how they could do this outside the classroom or why they did it that way.

Show Me!

Do projects. After learning about a specific topic, have individual, small group or class projects that demonstrate their application of their learning.

Projects

Use known games or activities for learner assessment. For example, use a skipping game (Hopscotch or skipping rope) to practice word formation or multiples 5, use true/false questions with body movement, use the word fishing game, quiz competition in teams, quick quizzes individually, making summaries or impromptu or unrehearsed speeches, modifying a Snakes and Ladders board with statements related to the lesson objective where bad practices/untrue statements are snakes and good practices/true statements are ladders.

Learning Games

Hold it up! Ask learners to demonstrate their understanding by showing their answer on a slate, using Six Bricks, on a piece of paper or notebook, using their hands or bodies, or with other materials.
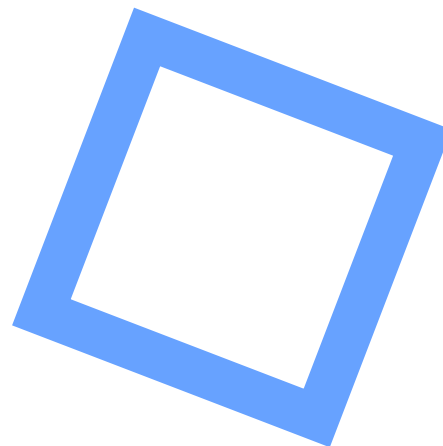
Hold It Up!

Build scenario questions to assess learners' ability to relate concepts to different situations and the depth of their understanding.

Independent Practice

Session 4

Roles and Responsibilities of the CPD Committee Members in the School-Model

Overview

This session is intended to help participants understand how the school- based CPD model works and the roles of the CPD Committee members in supporting teachers to develop competences in delivering LtP lessons in the classroom.

Objectives

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

- Describe the school – based CPD model and how it works in supporting TCPD.
- Identify the school leaders that compose the school- based CPD committees.
- Discuss roles and responsibilities of the school- based CPD committee members in supporting teachers implement LtP in the classroom.

Content Outline

- School-based CPD model in support of LtP.
- Composition of the School-based CPD Committee.
- Roles and responsibilities of the school-based CPD Committee members.

Duration

- 2 hours 15 minutes

Delivery Methodology

- Small Group Discussion
- Movement to learning stations
- Plenary sharing
- Individual Reflection

15 min

Welcome Participants to Day 2

Topic

- Welcome and Recap

Resources

☐ Day 2 Schedule

Activities

Briefly cover the daily agenda.

Complete a participatory recap of work covered in Day 1.
• Double Circle: Ask participants to form 2 equal circles facing each other. Facilitator asks a question, pairs share briefly, then play music to move to the next pair.

- What is it that you learned yesterday that helped you understand LtP better?
- What was the most exciting activity and why?
- Which of the LtP strategies or practices are you still unclear about?
- How does LtP supports teachers' professional growth and development?

30 min

Building on prior knowledge: Paired Brainstorm

Topic

- Welcome and Recap

Resources

☐ CPD Handbook Flipchart
☐ Markers
☐ School-based CPD Definition Printed Copy

Activities

Briefly cover the daily agenda (10min)

Brainstorm in pairs activities that can be done to help teachers develop professionally. Call on 2-3 pairs to share in plenary.
Listen for ideas such as:
• Peer learning
• Classroom observation and coaching
• Trainings and knowledge development
• Self-study
• Upgrading courses

• Exchange visits and benchmarking
• Community of Practice
• Formal mentorship
• Other informal methods]
Make sure to draw attention to those that are done in the school as a segue to the school-based CPD model.

Group Activity (20 min)

Guide participants to reflect on the School-based CPD Model where ongoing CPD activities take place in the school with the aim of improving teacher practice.
Instructions: In groups of 4, please take 10 minutes to read through the description of the School-based CPD Model and,

• Identify the key words/phrases by underlining or circling.
• Write a 1-2 sentence summary of your understanding of what the School- based CPD Model is.

School-based CPD
This approach focuses on intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods. Teachers work with local ("in house") facilitators or master teachers to engage in processes of learning, improving pedagogy, content and technology skills. School based CPDs often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices. The Model is most effective when delivered in line with a school improvement plan. The tendency is to support the establishment of teacher communities of practice in order to foster the development of the desired learning culture. This model tends to encourage individual initiative and collaborative approaches to problems and is more sustainable.

Groups share briefly in the plenary (10 minutes total)

Remind them that this was drawn from the Government Frameworks: TPD Policy of 2017 and Continuous Professional Development and Costed Plan, 2019.
See Facilitator's Notes for more information as needed and focuses on three primary touchpoints:

• Training (at CC Level)
• Peer learning and school-based community of practice (at school level)
• Classroom support supervision and coaching (at classroom level)

These activities are overseen by the School-based CPD Committee, supported by the CCT.

35 min

Composition of the School-Based CPD Committee

Topic

- Composition of the School-Based CPD Committee

Resources

- [ ] CPD Handbook
- [ ] Flipchart
- [ ] Markers

Activities

Large group brainstorming (5 min)

Ask participants to brainstorm on the different school leaders mandated in their roles to offer pedagogical and professional support to teachers in schools.

Facilitator captures these on different flip charts and displays at different points in the room. These would include; Headteacher, Deputy Headteacher, Director of Studies, Subject Heads, Head of Sections i.e. (Pre- primary, lower primary, Upper primary), Senior Man/Woman Teacher.

Small group discussion (25 min)

Ask participants to go and stand by the flipchart that represents the position they hold. Then, as a small group, take 10 minutes to brainstorm how they support teachers to develop their skills and the mandate they have to do that and note them on their flipchart. Let each group share out briefly (2-minute summary for each group).

Facilitator Reflection (5 mins)

Please bring out that each of these roles has the mandate to support the professional development of teachers, it is not extra or added-on work. Point out that by virtue of their positions as school leaders, they are responsible for ensuring effective teaching and learning happens in the schools and that the teachers are supported to develop their professional competences and skills.

• Facilitator highlights and refers to the structure/composition of the CPD committees provided in the CPD Handbook (Page 4) which depends on the school structure and number of teachers.

Facilitator Notes

• The CPD committee members for primary schools are composed of Headteachers, Deputy Headteachers, Director of Studies, Head of Subject departments, and Head of Lower primary (which means a total of at least 8 members make up the Primary school CPD committee).
• The CPD committee for pre-primary is viable for centres with more than 9 teachers. The

committee will include at least 4 members:- the Lead Caregiver, the class teacher Baby, middle and top.
• Where an ECD centre is attached to a primary school, only the Head caregiver
will be a member of the Primary school CPD committee and shall coordinate the pre - primary CPD activities.

15 min

CPD committee Group Activity

Topic

- Functional roles of the CPD committee members

Resources

- [ ] CPD Handbook
- [ ] Flipcharts
- [ ] Markers

Activities

Still within their groups according to positions they hold, let participants compare what they had discussed and generated from the previous session with the functional roles of their positions as CPD committee members provided in the CPD Handbook. (Pages 5-8)

• Ask the groups to discuss their specific roles in the Handbook and capture any questions or roles listed that are not clear or they do not agree with. Take 5 minutes to discuss.
• Come back together after 5 minutes and spend 10 minutes total sharing in plenary. Guide participants to better understanding of their roles and the importance of ongoing support for teachers at school and classroom levels.

Facilitator Notes

After all groups present, emphasize that we are all school leaders, these roles are collaborative and the CPD committee members are required by policy to perform them as a team in order to effectively provide on-site support supervision to all their peer teachers to successfully implement LtP methodology in their schools and communities.

30 min

Movement-Based Activity

Topic

- Functional Roles of CPD Committee members related to LtP

Resources

- [ ] CPD Handbook
- [ ] Flipcharts, Pens
- [ ] Markers, Masking Tape

Activities

Ask all participants to wear tags of their positions as school leaders e.g., Head of subject department (HOD), DOS, Senior woman etc. Display the different structured CPD activities (peer learning, classroom observation/support supervision, school-based community of practice, guided joint scheming and planning, formal training) on cards at different points in the room.

• Ask participants to move and stand at the CPD activity they do most in their roles. Ask a few participants at different points to briefly explain how they carry out that activity and why.

Facilitator Note: Check to see that the members are able to recognize ongoing activities done regularly e.g. peer learning, classroom observation, coaching.

• After a signal, let them move to the activity they do first as the term starts. Ask a few participants at different points to briefly explain how they carry out that activity first and why.

Facilitator Note: Check to see that they are able to prioritize activities e,g. planning, setting targets, guided scheming come first at the beginning of term.

• After another signal, let them move to an activity that they've been neglecting to do. Discuss and agree on reasons why and solutions to carry out this activity.
Facilitator can expect that Community of Practice or Peer Learning might come up here.

Facilitator Notes

This activity is intended to help the participants appreciate:
• That doing the different CPD activities is a concerted effort of the committee that all members can and should participate in.
• That it is important to prioritize the activities and,
• That the teachers require frequent and ongoing guidance and support, and it is important that they do this regularly.
• Please do not let the discussion become an argument about right vs. wrong. Each school has its own routine and needs, but the main activities need to be considered.

Facilitator summarizes this session by referring to the visual on LTP structured TCPD activities illustrated in the Handbook (Page 3) briefly discussing the sequence of the different activities and how they align or can be integrated within the school routines and calendar. Reminding the participants that all these activities are intended to support teachers' professional growth and their ability to implement LtP in their classroom practice.

PlayMatters

10 min

Reflect-Apply-Connect

Topic

- Closing Reflection

Resources

- ☐ Notebook
- ☐ Pens
- ☐ CPD Handbook

 ## Activities

Now take a few minutes to reflect-connect and apply by answering the following questions;
• What is your feeling being a member of the CPD committee?
• Has this session helped you to envisage the responsibility ahead of you as a member of the CPD committee?
• How do these roles help you perform your job position effectively and support your own professional growth?

Ask a few participants to share their reflections in the plenary.

Note: Facilitator should listen to the reflections and encourage the participants to develop confidence as they prepare to take on this role by assuring them that they would be continually mentored and supported by PlayMatters staff, the CCT and district level education officers, who all have the mandate to support them directly. Point out to how this would benefit them equally to grow and develop their professional competences and skills too. Remind them that this is part of their mandated roles as school leaders and therefore they should make time to do them.

Proof of Learning

• Participants are able to appreciate how the site – based CPD model works in supporting TCPD.
• Participants are able to outline and appreciate the composition of the school- based CPD committees.
• Participants are able to articulate their roles and responsibilities as members of the school-based CPD Committee.

Session 5

Classroom Supportive Supervision on LtP

Overview

This session is intended to provide an opportunity for participants to understand the support supervision process and the practical use of the classroom observation tool in supporting teachers to implement LtP in the classroom.

Objectives

By the end of this session participants will be able to:
- Explain the teacher support supervision process.
- Gain a deeper understanding on how to use the classroom observation tool.
- Practice providing constructive feedback to the teachers during the post-observation conference.
- Review the mentoring and coaching skills.

Content Outline

- The elements of an effective support supervision process.
- Effective use of the classroom observation tool.
- Conducting an effective feedback conference.
- Mentoring and coaching skills

Duration

- 4 hour 30 minutes

Delivery Methodology

- Think – pair- share
- Small Group discussion and plenary presentations
- Large Group Brainstorm
- Scenarios/case studies
- Roleplay

🕐 **1 hour**

Understanding Support Supervision

Topic
- Understanding Support Supervision

☑ **Resources**
- ☐ CPD Handbook

Activities

Building on prior knowledge: Think-pair-share activity (15 min)

Based on their experiences, participants answer the following questions in pairs;

• What do you understand by the term support supervision?
• What kind of feedback is needed to make support supervision effective?
[Facilitator listens for ideas such as: actionable, relevant, clear, strengths-based, solution-oriented, etc.]
• What kind of training—formal or informal—have you had to be able to lead support supervision?

Ask 2-3 pairs to share their responses in plenary.
Facilitator displays the visual to introduce the three steps below of effective support supervision, quickly highlighting what takes place in each step.

1. Pre- observation conference:
supervisor checks on the preparedness of the teacher to deliver a given LtP lesson; this includes review of the lesson plan, seeking consent to observe the class and understanding what the teacher is working on in their LtP journey

2. Lesson observation:
the teacher conducts the lesson in the classroom as the supervisor watches and records in the observation tool without disrupting the class.
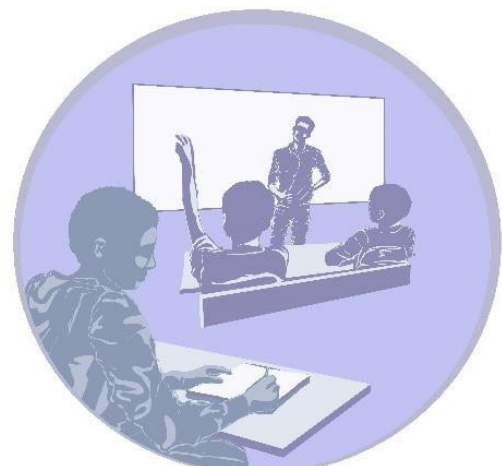
3. Post- observation conference:
feedback sharing between the supervisor and the teacher focused on self-reflection, coaching and identifying areas of strength and growth.

The Classroom Observation Process (45 mins)

• **Turn and talk (5 min):** Find a partner and highlight what you mainly look out for in a lesson as supervisors. Take 5 minutes to discuss, sharing time fairly.
• **Individual Reflection (10 min):** Please open your CPD Handbook (pages 17-22) and read through the Tips for Support Supervisors.

Question: Were there any tips that are new, surprising or unclear?
• **Orientation to the Classroom Observation Tool (30 min):**
    - Introduce the classroom observation tool in the CPD Handbook - appendix 2. Take participants through pointing out the key parts of the tool and the indicators under each component, elaborating how it is completed using the following examples to ask what they would fill under the corresponding part in the tool.

Lesson Preparation:
• Teacher has a written lesson plan drawn from a recommended curriculum.,
• There are at least 3 LtP teaching strategies and practices reflected in the planned instructional activities.

Lesson Delivery:
• The TLMS were not adequate for all learners to interact with in the lesson.
• One group activity was conducted in the sharing of experiences phase.

Classroom Management:
• Learners at the back were doing their own things as the lesson proceeded.
• Only learners who raised their hands were selected to answer questions or share their ideas.

Assessment:
• Main points of the lesson were systematically captured on the chalkboard.
• Teacher assessed learners only at the end of the lesson with a written exercise.
• Ask the participants to discuss and agree on what appropriate comment to note in the observation tool.

![PlayMatters]

🕐 **1 hour**

Reframing Feedback to make it Actionable and Effective

Topic

- Reframing Feedback to make it actionable and effective.

☑ **Resources**

- ☐ A Blank Classroom observation tool
- ☐ A sample filled in classroom observation tool
- ☐ Lesson planning checklist
- ☐ Gender and inclusion checklist
- ☐ LtP strategies and tracking checklist

🧩 **Activities**

Step 1: Key Components of Effective and Actionable Feedback (5 min)

Now that you have practiced identifying the level of performance and make comments based on observation, let's have a brief discussion on making feedback actionable and effective. As a support supervisor, the post-observation discussion is of critical importance. We often see many areas of growth and need to try to prioritize our feedback so that it does not overwhelm or demotivate the teacher. This is part of our role as school leadership to support teachers' ongoing professional development and wellbeing. We know that in the past, many teachers have run away from support supervision and classroom observations. We want this LtP-focused support supervision to be truly supportive and intentional in developing teachers' LtP practice. Let's take 5 minutes to generate a quick list of things that you should do, and things you should NOT do when giving feedback.

What to do when giving feedback	What NOT to do when giving feedback

Facilitator listens for ideas such as the following (there might be others not mentioned, but this gives a good starting list):

What to do when giving feedback	What NOT to do when giving feedback
• Use a strengths-based approach by highlighting what went well, not just what needs to be improved • Start the post-observation discussion by asking the teachers to reflect first and then build on their observations/reflections • Make actionable suggestions (e.g., use grouping is very general feedback, make sure to say things like: one way you could ensure groups are ready for practice time is by organizing the desks in small groups in the classroom so that the children are pre-grouped.) • Express hope and confidence about their ability to grow and adopt these ideas • Limit the amount of areas they should improve to 2 or 3 specific focus areas • Use concrete examples when providing feedback and as much as possible avoid generalizations. • Ensure that feedback is provided within a safe non-threatening environment and tone that depicts the intention to develop teacher skills than punish the teacher for what they are not yet able to do well. • Show interest in what the teacher has to say in their personal reflections of what went well and what they need to improve. • Assure the teacher that TCPD is a continuous upskilling process or journey and that the goal is to enhance their teaching skills over time. • Support the teacher to set goals for upcoming observation based on the feedback you have agreed on. • Focused feedback on LtP, code conduct and any others that are based on the practice of teaching and learning in the school.	• Do NOT criticize or insult the teacher by using harsh language, generalizations or dismissive statements. • Do NOT try to correct every single thing that the teacher has done wrong, prioritize and focus on the LtP-related feedback that will make the most impact. • Do NOT give empty praise, be genuine. • Do NOT give feedback that is unclear or difficult to action. • Do NOT lecture or dominate the conversation, try to listen as much as you speak. • Do NOT focus only on what not to do, also highlight areas they should continue doing.

Step 2: Practice Re-framing Feedback to make it actionable and effective (40 min)

• Now that we know what to do and what NOT to do, we are going to review some comments that were made on Classroom Observation Tools working from the same scenarios as yesterday. Your tasks is to try to re-frame the feedback so that it is more

effective and actionable. Please take 20 minutes to work with a partner to re- frame the following statements from the support supervisor, recognizing that the statements are not incorrect, they are however harsh, vague and lacking a strengths- based approach.

Scenario 1

Imagine you are observing a pre-primary lesson on language development where the lesson plan indicates that learners are practicing letter recognition. The teacher leads the children through a pass-on game where each learner picks a letter from a box/bag and they form a circle while singing the Old Kakande/Old MacDonald song. They pass on the letters following the rhythm in an anti-clockwise direction and hold up the letters when the animal sounds come, then continue passing to the beat. All the learners are engaged, paper cards are safe for young learners, and each child participates actively in the circle and song. After that, the teacher tells them to collect back the letter cards, and they sing a thank you song.

Examples of statement from the Classroom Observation Tool:
• Lesson plan okay, learning objective missing, materials not used well, teacher ineffectively using LtP.

Scenario 2

Imagine you are observing a P.1 lesson on addition of 1-digit numbers. In the lesson plan that was not complete, the teacher indicates use of dice and counters. During the lesson, the teacher tosses the dice and picks the counters according to the numbers that appear, adding them together to get the sum. She repeats this three times as the learners observe. Then she writes an exercise for the learners to do in pairs. You notice the learners are using their fingers to count. The teacher walks around giving encouragement and checking for correct sums.

Examples of statement from the Classroom Observation Tool:
• Lesson plan incomplete, limited use of materials by the learners, learners not engaged in lesson development, teacher not implementing LtP.

Scenario 3

Imagine you are observing a pre-primary lesson where the lesson plan is focused on developing mathematical concepts indicating that learners would sort and count different objects. During the lesson, the children are sorting and counting various objects in groups of 10 children. In Group 1, the children are using plastic bottle tops. In Group 2 they are using stones. In Group 3, they are using rough sticks. In Group 4, they are using bean seeds. And in Group 5, they are using small soft balls. While the teacher is working with Group 1, the children in group 2 are throwing stones at Group 3 who have been poking them in the back with their sticks, while in Group 4 one little boy has inserted a bean seed into his nostril. The teacher hears shouting and calls the class back together to try to manage.

Examples of statement from the Classroom Observation Tool:
• Lesson plan is complete drawn from the learning framework, learners were engaged in counting different objects some of which were unsafe and teacher lost control of the class.

Scenario 4

Imagine you are observing a P.4 Science lesson where the focus is labeling parts of a plant. The lesson plan indicates that the children will move outside to the school garden to pick any flowering plant. The teacher accompanies the children to ensure they are all safe and on-task. Upon returning to class, the teacher asks the learners to individually paste the plant they picked in their books and label the different parts. After that, the teacher calls on two children—one boy and one girl—to show their work to the rest of the class without explaining.

Examples of statement from the Classroom Observation Tool:
• Lesson plan was drawn from the scheme of work and detailed showing activities learners are expected to do, a lot of time was spent on excursion that led to lack of group practice and sharing. No guidance given on identifying and naming the parts of the plants. Only two learners were able to demonstrate their learning by sharing their work.

After 20 minutes, come back to plenary and discuss ways to re-frame each piece of feedback for around 15 minutes. Listen for three main skills:
• Use of a positive and strengths-based approach.
• Expressing hope for the future growth of the teacher.
• Clear and actionable ideas of what to do (not just what NOT to do).

Activity Wrap-up (5 min):

How we deliver feedback and whether it is useful to teachers will be the two key factors in whether or not teachers will take on the recommendations. In addition to using clinical language that is clear, precise and positive, we also need to be aware of a teacher's readiness to be supervised and receive feedback. This is another way we support the teacher's wellbeing. Practicing and mastering these coaching and communication skills will be an ongoing process, but it is important for the morale, motivation and professional development that you as supervisors pay attention to for the teacher's own wellbeing. Your communication and rapport-building style and the ability to give actionable and effective feedback would enhance LtP practice in the classroom.

![PlayMatters]

🕐 **1 h 15 m**

Classroom Observation Tool Practice Session

Topic

- Practicing using the classroom observation tool

☑ Resources

- ☐ Handouts of Classroom Scenarios
- ☐ CPD Handbook Annex—Tips for Support Supervisors
- ☐ Markers and Flip charts
- ☐ Blank Classroom Observation Tools

Activities

Case Studies

• Now that you have practiced re-framing feedback to make it constructive from the Classroom Observation Tool, we want to practice filling out the tool itself.
• This is a two-part activity: first, you are going to use a case study to fill out the Classroom Observation Tool, identifying areas of strength and growth for the teacher in the scenario.
• Second, you will choose one person to act as the teacher and one person to act as the coach and practice holding the post-observation discussion which ends in developing a short plan with at least two but no more than three areas of focus to work on before the next support supervision session.
• The focus of this activity is to have you practice using the classroom Observation Tool to prioritize improving LtP practice of the teacher in a realistic scenario where there are many things that the teacher does well and can improve upon; and to practice giving feedback in a clear, kind, actionable way that prompts both building of confidence and desire to improve.

Instructions

• Divide participants into 3 groups (upper, lower, and pre-primary) and issue out the classroom scenarios. (Appendix 5)
• Let the participants imagine they were observing those teachers in the scenarios in their small groups.
• Take 20 minutes to use the scenario to fill out their Classroom Observation Tool.

Facilitator takes keen note of the level of performance indicated and the comments as well as the application of the ideas raised in the opening Large Group Brainstorm.

• Facilitator points out that the feedback session is very important as it offers opportunity for mentoring and coaching teachers on specific skills identified as existing gaps in the teacher from the classroom observation. Notice the suggested guide for the feedback session:

- • Opening and appreciation
- • Positive parts of the lesson and use of LtP

• Areas of improvement from the lesson and their use of LtP.
• Assess teacher's level of confidence in using LtP in their lesson.
• Choose and agree on 2 or 3 main areas of improvement and support teacher to set goals.
• Closing and next steps.

• In plenary, ask one individual from a group to volunteer to lead the post- observation discussion using the group's filled-in Classroom Observation Tool while the rest of the participants watch. Let the facilitator play the teacher receiving the feedback.
• Facilitator emphasizes on the required skills such as; good communication, critical analysis, good listening, empathetic, keen observant to even read the body language, note taking, ability to teach and guide, tact and discretion etc to give effective feedback after classroom observation. Refer to Tips for the supervisor in the CPD handbook (pages xxxx)

• Facilitator corrects what did not go on well by mentoring and coaching and appreciated what the participants were able to do well.

Reflection (10 min)

Let participants reflect on the activity that just ended by answering the following questions;

• What are your key learnings from this activity that you feel will help you do classroom observation more effectively?
• What further support will you require in order to be an effective supervisor?
• What questions do you still have about the Classroom Observation Tool after using it?

Facilitator calls on a few participants to share their reflections in the plenary.

1 h 15 m

Integrating Psychosocial Wellbeing into Classroom Support Supervision

Topic

Resources

● Integrating psychosocial wellbeing in support supervision

☐ Markers and Flip charts

Activities

We want to turn our attention to a few key ideas on linking psychosocial wellbeing with Classroom Support Supervision. We need to talk about three main ideas:
1. Readiness
2. Confidence, efficacy and wellbeing
3. Identification and referral Let's discuss briefly.

Team Brainstorm (20 mins)

While above we have discussed using supportive language and building the skills of teachers to use LtP in their classrooms, we need to address 2 areas of readiness in relation to support supervision:
1. Teachers need to be ready to receive feedback and support supervision, not running away, refusing feedback or being defensive.
2. Support supervisors/schools leaders need to be ready to objectively and collaboratively provide support supervision, not being overly harsh, bringing in outside conflicts or making teachers feel they are being evaluated/judged.

Instructions

Let's divide into 2 groups and come up with at least 5 simple things that we can do to make sure that teachers are ready to receive support supervision (think back to our signs of stress and self-care session within the Foundational Training) and that we as school leaders are ready to provide support supervision. Take 5 minutes to brainstorm and note on a flipchart, then we will switch flipcharts and review and add. When we come back to the plenary, we will share briefly from the 2 groups.
Facilitator listens for ideas such as (not needed to review/list all):

How to help teacher readiness to receive support supervision	How to help school leader readiness to deliver support supervision
• Ask permission to do classroom observations, and do not do "surprise" observations. Allow teachers time to prepare. • In the pre-observation discussion, remind teachers that this is to support their skill development, not judge or evaluate them. • Encourage the teacher to do something that helps them mentally prepare before the lesson— observations are stressful, remind them about quick self care practices like having a cup of tea, or taking a few deep breaths • Do not engage learners while observing the class. Keep the focus on the teacher and control nonverbal and verbal communication so you are not distracting. • In the post-observation discussion, start with teacher self - reflection and strengths you noticed. Some encouragement and genuine praise relieve anxiety that supervision is about judgment. • State clearly your desire to work collaboratively together and that you respect the teacher's style and experience. • Consider the location of the post-conference meeting to ensure privacy and maximum level of comfort.	• Prepare yourself for doing support supervision by planning in advance, finding times where you can be attentive and fully present, and having your tools ready ahead of time. • Avoid doing support supervision immediately after stressful or taxing activities. • Prepare mentally before the session by taking a short break, making sure you've eaten, taking a cup of coffee/tea or having some water. Our mental and physical wellbeing affects how we communicate and what we choose to focus on. • Reflect briefly on what kind of feedback helped you improve as a teacher. If it helps, write your reflections. • Remind yourself of three reasons why you are proud to be a coach/mentor/support supervisor. • Ask for help from your own mentor or advisor prior to doing support supervision. • Reflect on which of your personal issues or stressors you need to manage prior to beginning the support supervision process.

After considering readiness, we need to discuss confidence, effectiveness and wellbeing in relation to support supervision.

There are two key areas:

1. Ensuring that wellbeing and confidence are topics of discussion in the post- observation meeting.

2. Ensuring that teachers are aware of how they are modeling and supporting children's coping and social-emotional learning within the classroom.

Paired discussion (10 min)

Ask participants: Why might teacher confidence and effectiveness in using LtP be related to their overall wellbeing?

Listen for ideas such as: lack of confidence and uncertainty contributes to their level of stress, it might affect how they tolerate suggestions for using LtP activities or feedback from the support supervision session, it affects teachers' ability to ask for help, it might affect how they interact with their learners or other colleagues, etc.

There is a growing recognition that for teaching and learning to be at its best, teachers should have high levels of wellbeing, effectiveness and confidence. This mirrors increasing evidence that students' wellbeing, virtue, and confidence are vital for their learning too. Without practicing these skills, teachers are unable to model appropriate social and emotional competences for children such as effective communication, conflict resolution, help-seeking and positive relationships. While a teacher's job is to deliver the curriculum in a way that enhances learning outcomes, we know that teaching is a social, emotional and academic process in which the relationship and environment in which the instruction takes place is as important as the method and content the teacher is delivering.

Large Group Brainstorm (10 min)

• Let's take a few minutes and consider ways that we can improve teacher confidence and motivation. [Listen for ideas such as strengths-based approaches, promoting self-reflection, recognizing growth over time, goal setting, professional development and mentoring, etc.] There are other non- monetary things that help them feel supported and more confident including:

• Ongoing professional support.

• Provision of teaching and learning materials.

• Recognition and appreciation at school and in the community.

• Of course, we should also recognize that teachers are consistently overworked and underpaid, so fair compensation will always be a priority for us to advocate for.

• Now let's suggest ways a teacher can develop learners' confidence and demonstrate social-emotional mastery in the classroom.

Listen for ideas such as: prompting positive behavior during group activities; using positive tone, encouragement and appreciation; re-directing negative behavior in a calm and kind way; helping children see the effect of their actions; including instructions in class LtP activities about teamwork and respect; modeling managing big feelings like disappointment or frustration, etc.

Skills of Identification and Referral: The Story of a Small Boy (20 min)

There is one final area to pay attention to during support supervision, and that is identifying

and referring children showing signs of distress. This is an important check within the classroom observation for you as a member of the School-based CPD Committee to notice the wellbeing of children and also to make sure that within the post-observation discussion you ask the teacher to reflect on if there are any children of concern as this affects the classroom management.

Let's use this small boy as an example in our discussion. What name shall we give him? Imagine that this little boy is in the classroom after closure of the lesson. How do you know that he is not okay?

Listen for ideas such as: Visible injuries, crying, sitting down, sucking his thumb, withdrawn, not actively participating in games etc.

What you have just done is the first of the 4 skills in identification and referral:
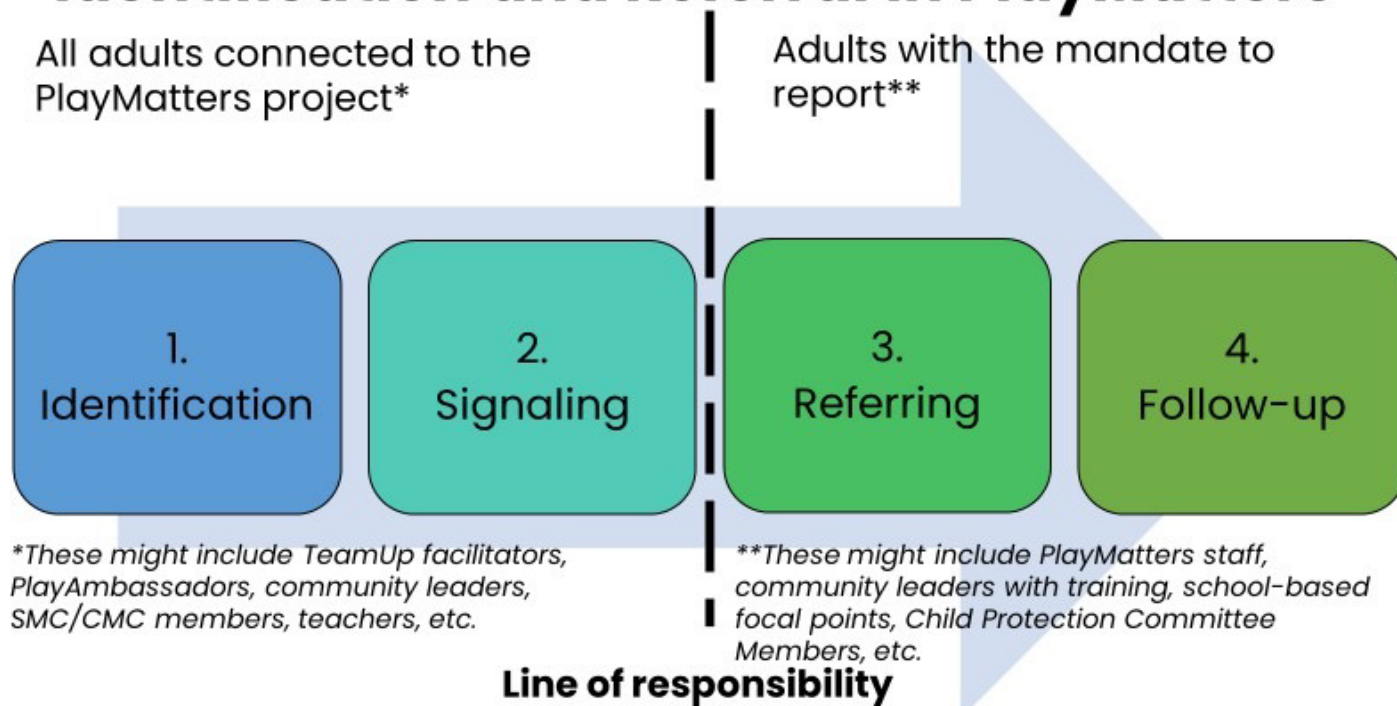
Identification—which just means noticing, observing and reading children's signs (physical, emotional, social and behavioral) that they are not okay and need help.
So back to our small boy, is it enough to simply notice the issue and keep the information to yourself? **No,** not at all. The second step is called **Signalling** — which means deciding to inform someone that there is an issue. It is important to flag your concern to the right person, someone with the mandate to follow up.

Teachers have a **signaling function**, which means that their job is not to follow up every case, but to signal or flag up to a focal point person that there is a child who needs extra care or services. As a member of the school leadership team, you have a **referral function**. This means that you should be ready to support teachers if they raise up a concern about a child to you. In every school, this focal point person might be different but there must be someone who follows upon the protection concerns of children within the school.

Identification and Referral in PlayMatters

All adults connected to the PlayMatters project*

Adults with the mandate to report**

| 1. Identification | 2. Signaling | 3. Referring | 4. Follow-up |

These might include TeamUp facilitators, PlayAmbassadors, community leaders, SMC/CMC members, teachers, etc.

**These might include PlayMatters staff, community leaders with training, school-based focal points, Child Protection Committee Members, etc.*

Line of responsibility

A word on confidentiality: Any time we are dealing with personal information that can identify another person or their experience, we need to make sure we are protecting them. This means not using their name, sharing their story, or talking about it beyond making the referral to the service provider or school-based focal point person.

Referring: If you are in a position to be the right person that someone may signal a concern to, the skill of making the referral is about getting the right information and passing it to the right level in the right way. This might mean using a specific form, or knowing who to call for accessing services.

Just based on what you see in the picture, what concern(s) might you need to make a referral for with our small boy? [Listen for ideas such as: medical referral for injuries, child protection referral or local authorities for suspected abuse.] In your location or school, what services might you contact about this small boy? [Listen for ideas about Child Protection Committees or service providers, Children's Affairs Desk at the Police, call the parents to take him to the doctor for medical treatment (assuming that the parents are not the perpetrators!), etc.] While it is hard to choose what kind of referral to make based only on a picture, it is important to know that you have the mandate as part of school leadership to make sure that the child gets connected to services.

Documentation and Follow-up: After a referral is made, there should be a confidential and secure way to document the referral (type of concern, suggested follow-up and any other documentation required). Once a referral has been made, a follow-up to determine if the child has received services is also suggested. As representatives of PlayMatters, please always ensure to inform the field officer for War Child/Plan/IRC about the issue so it can be documented.

Task: Within your classroom observation and post-observation discussion, please monitor for signs of children who might be in distress, and ask the teacher about any children that they are concerned about. Part of the discussion should be about checking in and reminding teachers about their signaling function. Then, part of your actions after

the meeting should be to follow up the concerns raised by the teacher while the teacher follows up the concerns about their LtP practice.

Let's do a quick Think-Pair-Share (15 min)

• Think: Please take 2 minutes to write down 2 questions or prompts in your notebook that you can include in the post-observation discussion that will bring out the teacher's signaling function for children in distress.
• Pair: Find a partner and compare your questions/prompts. Is there a different way your partner phased it that you want to adopt?
•   Share: At what point in the post-observation discussion can you make sure you include this? Where does it best fit in the agenda? (Remind participants of the agenda:

- Opening and appreciation
- Positive parts of the lesson and use of LtP
- Areas of improvement from the lesson and their use of LtP
- Assess teacher's level of confidence in using LtP in their lesson
- Choose 2 or 3 main areas of improvement and set goals
- Closing and next steps)

• There is no "right answer" to this question—in some cases, support supervisors might want to open the post-observation conference with a check on the teachers' and learners' wellbeing; in other cases it might naturally fall within areas of improvement from the lesson; in others assessing the teacher's level of confidence; still in others it might fall in closing and next steps. However, the important idea is that we recognize this signaling function and solicit this information from the teachers.
We have quickly covered three key ideas of incorporating psychosocial wellbeing in the support supervision process.

To briefly recap:
• In the Pre-Observation Discussion phase, we need to assess readiness—the teacher's and our own.
• In the Classroom Observation phase, please pay attention to the learners' wellbeing and the teacher's ability to model social-emotional competences.
• In the Post-Observation Meeting, include time for reflection on teacher confidence and effectiveness, a brief check on the teacher's own wellbeing practice and ask about any signaling concerns the teacher has.

Are there any last questions we have about psychosocial wellbeing within the support supervision process?
• Appreciate the participants and close Day 2.

Proof of Learning

Participants are able to:
• Use the classroom observation tool effectively.
• Demonstrate conducting classroom observation following all the steps in the cycle.
• Provide mentorship and coaching using supportive, actionable language.
• Link wellbeing and supportive supervision for themselves, the learners and the teachers.

Session 6

Peer Learning Support from CPD Committee Members

Overview

This session is intended to provide an opportunity for participants to understand the structure, benefits and ways to conduct the Teacher Peer Learning sessions.

Objectives

By the end of this session participants will be able to:
- Reflect on the benefits of peer learning session.
- Review the structure of a peer learning session.
- Demonstrate conducting a peer learning session.
- Recognize the facilitation skills for adult learners.

Content Outline

- Benefits of peer learning to TPD.
- The structure of a peer learning session.
- Conducting Peer learning sessions.
- Good facilitation skills for adult learners.

Duration

- 2 hours

Delivery Methodology

- Think – pair- share
- Small Group discussion and plenary presentations
- Large Group Brainstorm
- Scenarios/case studies
- Roleplay

![PlayMatters]

20 min

Opening of Day 3 and Recap

Topic

Resources

- Opening of Day 3 and Recap
- ☐ Discussion Prompts

Activities

Welcome participants to Day 3 and revise the daily agenda

Complete a participatory recap by doing a 2-4-8-all
• Please find a partner and discuss what your biggest learning from our discussions on CPD Committee Roles and Responsibilities and Support Supervision were yesterday.
• Now each pair find another pair to form a group of 4. Share at least three ways that we can give actionable, effective feedback to teachers in the post-observation discussion.
• Let each group of 4 find another group of 4 to form a group of 8 to discuss; The three psychosocial wellbeing considerations supervisors should keep in mind during support supervision?
• As we come back together as a plenary, what questions do you still have from yesterday's session?

30 min

Supporting School Leadership/School-based CPD Committee to promote Peer Learning at School Level

Topic

Resources

- Supporting School Leadership/School-based CPD Committee to promote Peer Learning at School Level
- ☐ None

Activities

Yesterday we discussed support supervision activities which are individual between you and the teacher. Today, we are going to discuss peer learning and CoP activities, which are group learning opportunities for teachers to learn from each other, problem solve and improve their skills in an ongoing way.

Building on prior knowledge: Think -pair- share activity (20 min)

• Think: Please take 3 minutes to look back and remember at least one fellow teacher who supported you in your teaching career. What made this person exceptional?
• Pair: Let's build a quick profile of a peer leader teacher. What are the characteristics of a peer leader? [Listen for ideas such as: Someone who has built a competence that they can share, someone who has developed an innovative strategy to address a challenge, someone who is willing to share their experience, etc.]
• Share: Does this person always need to be a part of the school leadership? [Listen for ideas such as: No, they can be experienced teachers, they can be someone who has just started but is keen to try out new things and share ideas.] While we always want to respect the leadership in the school, teachers are excellent resources for other teachers.
• Facilitator gives a brief definition of peer learning circle and Community of Practice:

 - Peer Learning Circle is a forum of teachers coming together to discuss their day to day teaching and learning experiences ranging from lesson planning, lesson delivery, making and using LTMs, classroom management techniques, assessment of learning and so on. The team is composed of teachers who teach same subject or grade levels.
 - Community of Practice is a forum of teachers/ school leaders coming together to share their practical experiences as a learning community. The participants in such sessions raise practical challenges, questions and answers to day to day teaching and learning experiences faced by teachers and school leadership. The forum can include teachers from different schools sharing their experiences, practices as they learn from each other.

• Summary: Evidence shows that peer learning and engagement are effective and accessible ways for teachers to experience ongoing support that leads to their professional growth. In the PlayMatters project, we want to suggest that peer learning happens bi - weekly but also depending on the need while the CoP happens at least once a term.
• Reflection: Why might teachers be more likely to approach a peer with a concern or a challenge implementing LtP than a member of the School-based CPD Committee?

Listen for ideas such as: Peer teachers have similar experiences and are active in the classroom now; teachers might perceive asking for help from school leadership as something that might reflect poorly on their evaluation or performance review; peer teacher interactions can be more informal and unstructured which can reduce anxiety about the interaction, etc.

1h 30m

Peer Learning Circles

Topic

• Peer learning circles

Resources

☐ A4 Paper
☐ Flipchart and Markers
☐ CPD Handbook
☐ Teacher Peer Learning Circle Session Script

Activities

Experience/Activity: Peer Learning Circles in Schools: (1 hour)

Model how to conduct a peer learning session to the participants. (There are samples of scripted Teacher Peer Learning Circle Session) Please refer to the CPD Handbook Appendix 5A and 5B. Select any one of the 2.

Participants answer the following questions about the modeled peer learning session;
1. What did you find interesting?
2. If you were teachers, do you think this session would help you improve on the way you do your work?

Understanding the steps of the Peer Learning Circle Agenda (30 min)

• Walk the participants through the process of conducting Teacher Peer Learning Circles in schools, using the guidance on conducting peer learning sessions from the CPD Handbook (pages xxxx.)
• What is your role in supporting teacher Peer Learning at your school?
Listen for ideas such as providing informational resources, supporting peer leaders to plan Peer learning sessions, helping to structure the peer learning groups, acting as a group leader, promoting others to be peer leaders, identify group leaders or facilitators, give input on what topics to cover, etc.

25 min

Revise the CPD Handbook

Topic	☑	**Resources**
● Revise the CPD Handbook		☐ CPD Handbook

Activities

How to form peer groups (5 mins)

At ECD Level, the number of teacher is usually small enough to form 1 peer learning group that can meet together to plan, discuss and make materials jointly.
For Primary level, the school leadership should lead on formation of the committees—the composition will depend on size of the school. Here are some starting suggestions on how they can be formed:

• Organized at class level (e.g. all P3 teachers)
• Organized lower primary and upper primary (e.g., P1-P3 forms one group and P4- P7 forms a second group)
• Organized by subject area (e.g., all mathematics teachers together, all social studies teachers together)

• Availability (e.g., choose to join either a Monday, Tuesday or Thursday group)
• Other

School-based discussion (15 mins)

• Please get into your School-based CPD Committee groups and determine what is the best way to organize your peer learning groups so that the whole school is engaged.
• Also consider which of the School-based CPD Committee members will be available to support each group.

Closing (5 mins)

Please open your CPD Handbook and look at pages 12 and 21. Are there specific questions or things that are unclear?

25 min

Revise the CPD Handbook

Topic
- Revise the CPD Handbook

Resources
- CPD Handbook

Activities

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At ECD Level, the number of teacher is usually small enough to form 1 peer learning group that can meet together to plan, discuss and make materials jointly.
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• Other

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• Also consider which of the School-based CPD Committee members will be available to support each group.

Closing (5 mins)

Please open your CPD Handbook and look at pages 12 and 21. Are there specific questions or things that are unclear?

🕐 **10 min**

Application to Practice

Topic   ☑   **Resources**
- Application to practice   ☐ None
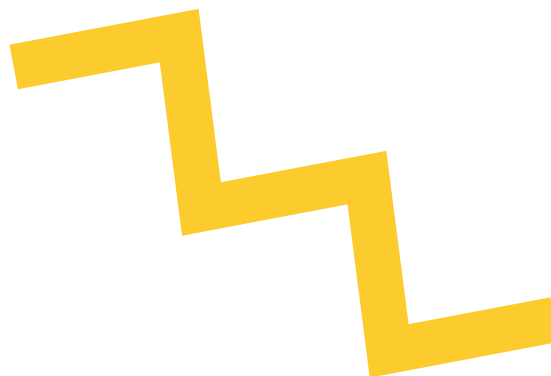
🧩 **Activities**

Reflect - Connect- Apply:

• Based on what you already know from the LtP Foundational Training, what might be 2 good topics to start with for peer learning?
• Think of the teachers in your school who may be facilitators for these sessions.
• School group Activity – At your school as a committee or in pairs Practice writing Peer Learning sessions using the Case Studies in the CPD Handbook – Appendix: 6.

Proof of Learning

• Participants are able describe the structure of a peer learning session.
• Participants are able to write guidance scripts for at least 1 peer learning session.

Facilitator Notes

Refer to the appended documents about conducting peer learning circle in the CPD Handbook.

Session 7

Documentation, Reporting and Information Sharing on LtP CPD Activities

Overview

This session is intended to guide participants effectively use necessary tools to document all activities conducted to support LtP implementation in schools that can be referred to in the future and to account how the CPD committee is supporting teachers improve their classroom practice.

Objectives

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

- Identify relevant tools to use in the school- based CPD activities.
- Explain why and how to use different tools to support teachers implement LtP in their classroom practice.
- Recognize the importance of proper documentation of success stories, best practices, learnings and challenging areas that teachers would be experiencing in implementing LtP on which to base to offer appropriate support.

Content Outline

- Tools for use in carrying out CPD activities in schools.
- Why use the different tools in supporting teachers implement LtP in schools.
- Importance of proper documentation and record keeping in LtP.

Duration

- 1 hour

Delivery Methodology

- Think – pair- share
- Small Group discussion and plenary presentations
- Large Group Brainstorm

![PlayMatters]

🕐 **1 hour**

Relevant tools to use in supporting teachers implement LtP in schools and documentation

Topic

- Supporting School Leadership/School-based CPD Committee to promote Peer Learning at School Level

Resources

- ☐ Classroom observation tool Lesson planning checklist
- ☐ LtP strategies and practices tracking tool
- ☐ Gender and inclusion checklist
- ☐ The teacher workbook

Activities

Building on prior knowledge

Think -pair- share activity: (20 min)

• Tell each participants to take 3 minutes to think about the supportive tools s/he will require to use in supporting teachers implement LtP in school.
• Turn and Talk —Take 5 minutes to compare with your neighbor what you have in mind. After five minutes, the pair moves to find another pair to compare what tools they expect to use in supporting teachers implement LtP in schools for another 5 minutes.

Choose a few groups to share in the plenary as facilitator lists them up on a chart (7 min)

Small Group discussion (30 (Min)

- Let participants get into 4 groups to discuss following these guiding questions for 15 min.;
• How will you use the different tools to support teachers in the school and why?
• How would you use the tools to document the successes, best practices, and learnings?
• How would you maintain the records for reference?

Groups will be expected to capture their work in the matrix below;

Tool	How they will use it	Why use this tool	What information will be captured with the tool

- Take 15 minutes for groups to present their work in the plenary and display for a gallery walk for other groups to learn from.

- Facilitator emphasizes the proper use of the following relevant tools (Classroom observation tool, LtP teaching strategies and practices tracking tool, Lesson Planning check list and the Teacher Peer Learning Circle guide document, CPD Activities reporting template) in supporting teachers implement LtP and document successes, best practices, learnings and short comings. And point out different stakeholders that need to receive this information (CCT, DIS, PM Consortium, Settlement Education IPs) who are supposed to follow up the implementation of LtP and provide further support.

Self-Reflection (10 min)

Let participants do self- reflection by answering the following questions.
1. What tool do you think you will find easy to use and why?
2. What tools do you think will be a little hard to use and why? How would you want to be supported to easily use this tool
3. What challenges do you anticipate facing as you use different tools in carrying out different CPD activities and documenting? Suggest ways of mitigating these challenges.

Select on a few participants to share to the rest of the group.
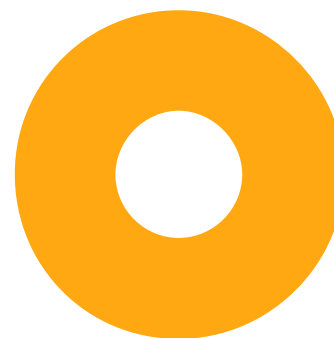
Session 8

Action Planning

Overview

This session is intended to guide participants plan for the different CPD activities they are expected to carry out in their schools as they implement LtP.

Objectives

By the end of this session participants will be able to:
- Prioritize and sequence the different CPD activities that will support teachers implement LtP in their classroom.
- Draw an action plan of carrying out the CPD activities in the schools.

Content Outline

- Prioritizing the CPD activities.
- Sequencing the CPD activities.
- School-based CPD Action Planning.

Duration

- 1 hour

Delivery Methodology

- Think – pair- share
- Small Group discussion and plenary presentations
- Large Group Brainstorm

25 min

Action Planning for CPD Activities

Topic

- Action Planning for CPD Activities

Resources

- [ ] CPD Handbook
- [ ] Action Planning Matrix
- [ ] Flipcharts, Sticky Notes and Markers

Activities

Building on prior knowledge

Flash and review the expected CPD activities to the participants. (5 min)

Ask participants to fall into school groups. Let them refer to the CPD handbook to prioritize and sequence the CPD activities they will be carrying out in the schools by indicating with numbers on the activities listed on the flipchart using the sticky notes. (10 min.) Facilitator does a quick check to identify the priority activities that he/she points out to the whole group for agreement. Remember to bring out the frequency of conducting the different activities (10 min)

Facilitator notes:

Emphasize on the core activities that the CPD committee members shall do in their schools as; Mentoring and coaching the peer teachers to develop integrated LtP lesson plans termly following the curriculum and LtP strategies and practices, checking conducting classroom observation of the peer teacher at least 3 times per term, organize teachers into peer group and ensuring they meet at least 3 times per term with your supervision, Participate in coaching and mentorship meetings organized with the CCT at least once in a term , participating in peer group meetings organized at the CC or cluster level by the CCT once a term, attend the performance review meetings organized by the Headteacher once in a term.

School Group work (30 min)

Let each school CPD committee draw their action plan of the prioritized activities using the planning template below:

Activity	Objective	When	By Who	Target	Resources	Expected Outcome	Mean of Verification

• Let the schools share their plans with the DIS, PM field staff and CCT for follow up and support.
• Tell them that the CCT, PM field officers and District Inspector of schools (DIS) will come to check on how they are supporting teachers implement LtP in the schools as per their plans and offer further support.
• Let them know that whoever would come to follow up on how they will be conducting the CPD activities will require to see the records and well documented progress on which to base to offer further support.

5 min

Reflect-Apply-Connect

Topic
- Closing Reflection

Resources
☑ ☐ None

Activities

Ask the participants to answer the following questions;
1. How would you ensure that all the planned activities are carried out as expected?
2. What would you put in place as proof that the planned activities are being carried out?

Call on a few schools to share with the whole group.

Proof of Learning

• Participants are able to outline and prioritize the different CPD activities
• Participants are able to draw a realistic plan on how they would carry out the CPD activities in the school.

Session 9

Closure of the Workshop

Overview

This session is to help in conducting a formal closure of the LTP TCPD three days workshop. The participants shall be expected to complete the post-test, and receive guidance from the sponsoring agency and trainers about their logistics and next steps concerning the CPD school-based CPD activities.

Objectives

By the end of this session participants will be able to:
- Complete the post-test to measure the level of understanding across all the workshop sessions conducted.
- Ensure they are guided on the next steps concerning the upcoming implementation school level road map of LtP TCPD activities.
- Receive clarification in regards to logistics.

Content Outline

- Post-test
- School level implementation road map
- Logistics communication
- Other speeches

Duration

- 1 hour

Delivery Methodology

- Plenary sharing
- Questionnaires
- Anthems
- Speeches

PlayMatters

20 min

Post Test

Topic

- Post test

☑ **Resources**

☐ Post-test questionnaire
☐ Attendance

Activities

Post-test

• Inform the participant about the purpose of the post-test as to compare the level of progress from the time we started the workshop in comparison with the pre-test and daily evaluations.
• We ask that you work individually, and it is okay if there is something that you do not know still.

The information will just be used to guide the facilitators who shall be your mentors to understand where participants' learning needs might still be. Such that during the follow up support coaching and mentorship of the CPD committee members, the mentors shall have a better focus on the identified gaps.

• Administer pre-test and monitor effectively.

Closing Ceremony

• Welcoming participants to the Closing Ceremony
• Anthems in reverse order if needed to sing all
(Teacher's Anthem, East African Anthem, Uganda National Anthem)
• Prayer
• Closing remarks from:
　　- Participant representative
　　- Facilitator representative
　　- Education Officer (who commissions TCPD committee members to go back to their schools to implement the learnt content with their teachers)

　　- OPM (who shall invite the guest of honor)
　　- Guest of honor officially closes the training and flags off both the teachers and facilitators to go and implement what has been discussed.

Proof of Learning

• Participant representative shares a reflection on behalf of his/her colleagues.
• Participants complete the post-test.

Glossary of Terms

Learning through Play - An active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

Six Bricks - Six Bricks is a concept and approach created by Care for Education and is based on the creative application of Six LEGO® Bricks to educational activities.

Inclusion - The act and practice of including someone or something as part of a group.

Gender - Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined.

Sex - Biological and genetic differences universally found between males and females.

Gender Stereotypes - Generalized beliefs or ideas about the attributes, roles, or behaviours of individuals based on their gender.

Gender Bias - Unfair or unequal treatment based on unproven beliefs about a specific gender.

Wellbeing - The state of being okay and able to function.

Tittle:	Date:

5 6

Notes:

English:

Living things:

Bird and insect

crow

ant

Wasp

Wasp

What does everyday?

She | prenche

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