PlayMatters

Learning through Play at School

Handbook for Teacher Continuous Professional Development
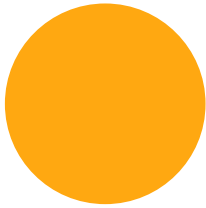
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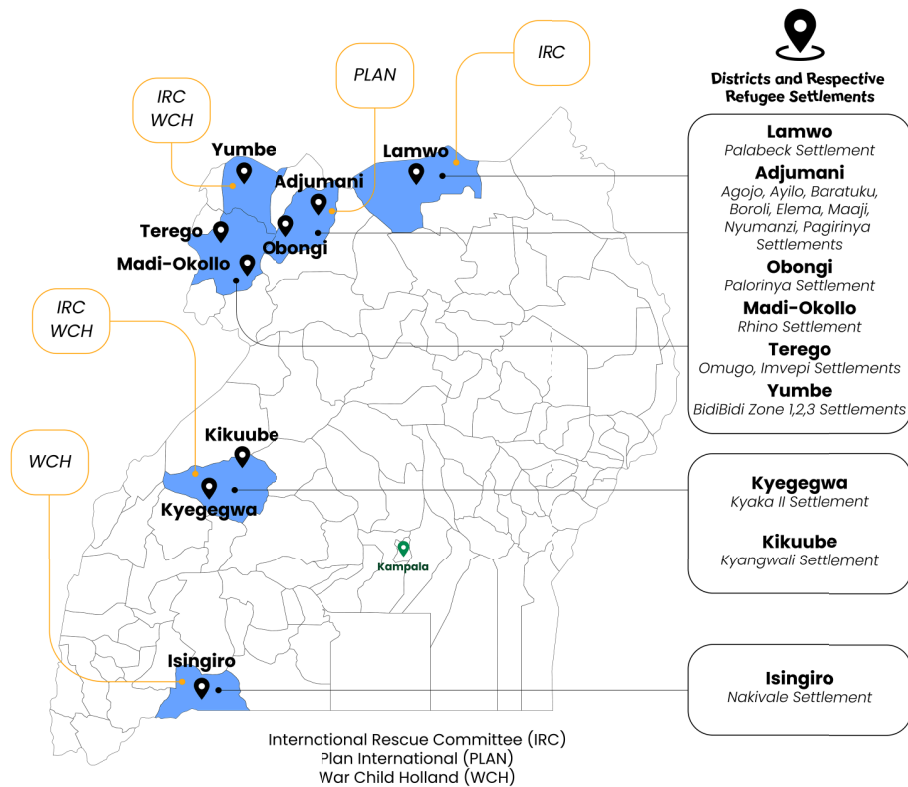**In partnership with**

International Rescue Committee · **ipa** Innovations for Poverty Action · **WAR child** · THE BEHAVIOURAL INSIGHTS TEAM · **PLAN INTERNATIONAL** Until we are all equal · The **LEGO** Foundation

Where We are Working

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

| **Uganda**

Map labels:
IRC WCH · Yumbe · PLAN · IRC · Lamwo · Adjumani · Terego · Obongi · Madi-Okollo · IRC WCH · Kikuube · WCH · Kyegegwa · Kampala · Isingiro

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

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 handbook is designed for use by School Based CPD committee and teachers as a vital tool to develop capacity of the teachers to effectively implement Learning through Play in their classroom practice. The handbook will provide teachers with tools, knowledge, skills and opportunity to integrate inclusive Learning Through Play approaches and practices during the teaching and learning process.

We trust that **The Handbook for School Based CPD Support for Learning Through Play** will be an asset for school based CPD committees as they set out to support teachers create joyful, active, socially interactive, and meaningful learning experiences for learners in pre-primary and primary school.

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

Martin Omukuba

PlayMatters Project Director

Acknowledgement

Introduction to the CPD Handbook

The LtP School- Based Continuous Professional Development (CPD) handbook has been developed by the PlayMatters Project to support teachers improve their competences in applying LtP in their day – to- day teaching practice.

This Handbook is designed as a resource to guide the establishment of the school - based CPD committee and as the members of the committee carry out their roles in implementing the CPD activities in the school.

The Handbook is intended to support the functionality of the school - based CPD approach with the primary aim of improving teaching and learning by integration of LtP in the day-to-day processes to enhance learner holistic development and academic outcomes.

The handbook provides school leaders guidance on the following areas:- formation of the CPD Committee, implementation phases of the CPD activities, roles and responsibilities of each member and working with the CCT within the school-based CPD model.

It has tools that are to be used by the CPD committee as they perform their roles. The handbook is also designed to accompany the Face-to-Face training of the school leaders and the CPD committees alongside other LtP resource materials.

This handbook is also a valuable resource and reference material for other education stakeholders to use as they carry out their supervisory role and offer professional guidance to the school leaders and the CPD Committee.

Acronymns

AOB	Any Other Business
CC	Center Coordinating Tutors
CCTs	Community of Practice
CoP	Continuous Professional Development
CPD	Coordinating Centre
HoD	Head of Department
LtP	Learning through Play
MEAL	Mentor Teacher
MoEs	Ministry of Education and Sports
MT	Monitoring Evaluation Accountability and Learning
PGMs	Peer Group Meetings
PLC	Peer Learning Circle
SNE	Special Needs Education
TCPD	Teacher Continuous Professional Development
TLMs	Teaching and Learning Materials
ToR	Terms of Reference

Table of Contents

Why the TCPD Programme?

Teacher quality is one of the most important factors for a child's learning and ultimately provision of quality education in a country. This underscores the value attached to Teacher Continuous Professional Development (TCPD).

The TCPD program aims to provide teachers, especially those working in refugee and host community schools with the tools, skills, and the opportunity to learn about, appreciate and apply the Learning through Play approach in their work. The main goal is to enable teachers to deliver engaging and effective Playful learning activities for learners especially those living in the refugee and host communities.

The program is guided by the following theory of change. If teachers, schools, surrounding communities, and teacher development systems are equipped with critical inputs to strengthen and integrate inclusive LtP practices into teaching and learning environments, then children's engagement in inclusive and meaningful LtP activities will increase over time, leading to improved holistic learning and psychosocial wellbeing.

The TCPD begins with the Foundational Teacher Training programs which however, does not prepare them fully to manage the day-to-day challenges and changes they meet in their school and classroom environment. Teacher Continuous Professional Development therefore provides teachers with an opportunity to equip themselves with the knowledge and skills that are relevant and current to match the changes that occur in the education system such as the use of Multimedia and Play- based methodology in the teaching and learning process. It is imperative therefore to provide teachers with Continuous professional development opportunities to help them improve on their own teaching strategies and practices, that result into best learning outcomes for children.

The school- based CPD focuses on supporting the trained teachers of pre-primary and primary schools in refugee settlements and host communities to promote long-term changes in applying LtP methodologies in their day-to-day work within their schools and classrooms. The program is intended to help teachers deal with the unique challenges hindering their effectiveness such as large class sizes, inclusion of children with special needs, providing psychosocial support, and managing work related stress that are especially prevalent in refugee and host communities.

Teachers are expected to be supported to work with peers and the school administrators through the school-based CPD committee and the Coordinating Centre Tutor to reflect on their teaching practices, gain new insights into their teaching methods, identify areas for improvement and learn new strategies for provision of quality education and supporting learners' holistic skills development.

PlayMatters is focusing on strengthening the school – based CPD to provide ongoing effective support to the teachers as a strategy for sustainability.
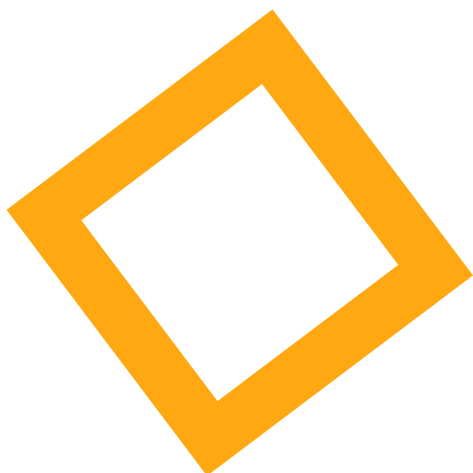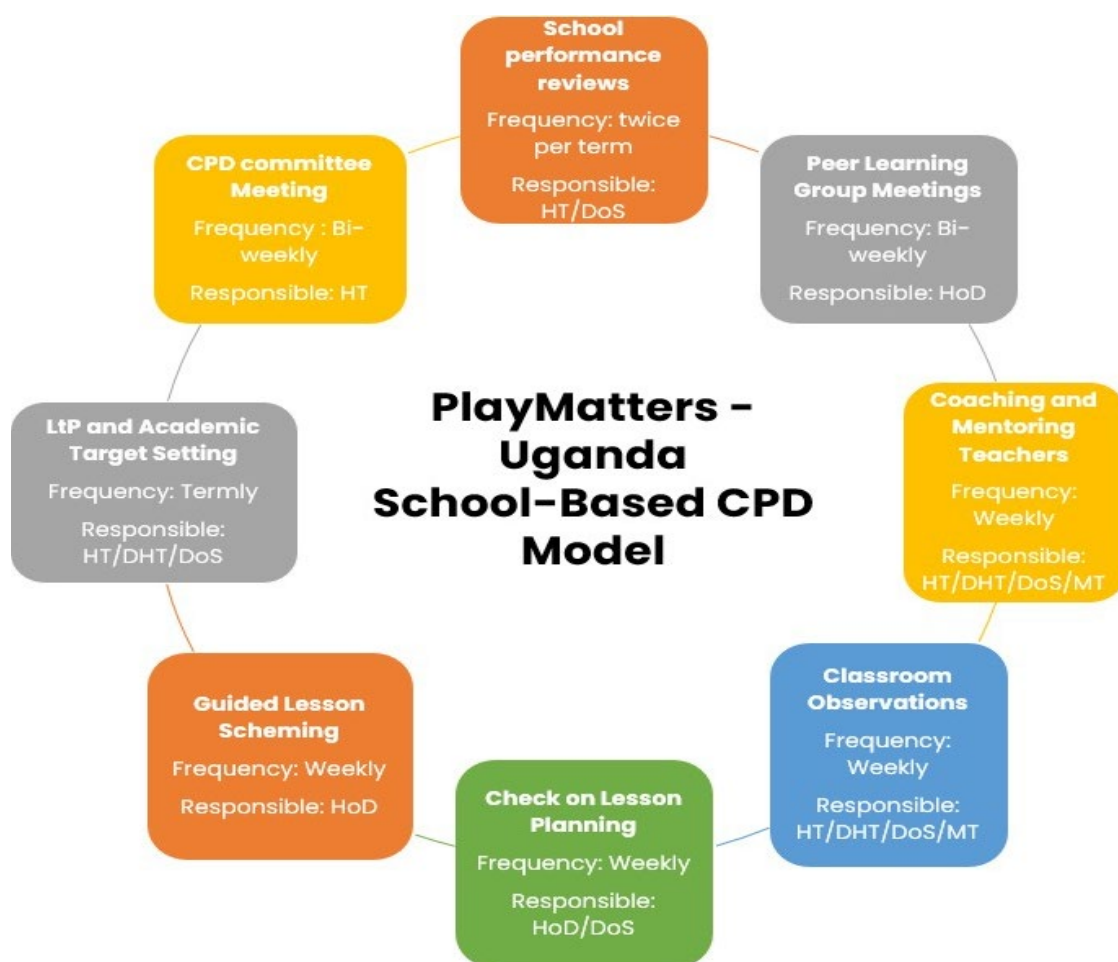
The School - Based CPD model

At School Level the Learning Through Play approach will leverage on the school-based CPD model with the aim of improving peer learning, coaching, mentoring, lesson scheming, planning, classroom observation and feedback within the teachers at school level. This will not only improve the delivery and practice of LTP strategies and approaches into lessons but also improve how the school delivers on meeting the curriculum and syllabus requirements.

Each school will be supported to establish a school- based CPD Committee that will be chaired by the head teacher with support from the deputy head teacher and operationalized by the director of studies, heads of departments/sections.

The CPD committee will be expected to meet at least on a bi-weekly basis, but this can vary depending on the need. They will update the Headteacher on the progress of the school- based CPD activities per class, subject, or level, identifying challenges, good practices, and strategies to address teacher capacity needs and the support required. The committee will also develop a schedule for a school-based classroom observation, feedback sessions and document the various actions taken as well as document best practices.

The school-based CPD committees are expected to carry out a number of activities as shown in the diagram below.

Composition of the School Based CPD Committee

At Pre-Primary Level

The school based CPD Committee will have 04 members that will be made up of the Head Caregiver at the center who will be supported by the three class heads for Baby, Middle and Top classes.

At Primary Level

The School based CPD committee will have 06 to 08 members depending on the size of the school. This will be made up of the Head teacher, Deputy Headteacher, Director of Studies, Head of Lower Primary, Head of Upper Primary and the 04 Subject heads. Where the school is large, senior/mentor teachers will be identified to support the CPD committee.

CPD Committee Members

Head Teacher/ Deputy Head Teacher

> **In my school, I ensure that teachers have continuous professional development support. This improves the delivery and quality of the teaching and learning practice and delivery of LtP. I make sure that we utilize a whole school approach, so all learners benefit from the improved practice.**

As a Headteacher/Deputy headteacher, my Responsibilities are to:

• Throughout the year lead in developing the schoolwork plan to improve teaching and learning.
• Utilize a collaborative team approach to work with other stakeholders in the school to improve learning.
• Support the promotion of ongoing professional learning for all teachers, ensuring their involvement/ participation in the school- based CPD processes.
• Provide support and facilitation of school-based CPD activities.
• Ensure that improving teacher lesson delivery is at the centre of the CPD planning and resource management.
• Ensure that the school based CPD is linked to professional standards for teachers, the implementation of LtP, and the school improvement plans.
• Monitor and evaluate effectiveness on teacher LTP practices and learning outcomes.
• Collect data of individual teachers' progress and participation in the school CPD activities.

Headteachers' Functional role within the CPD Committee:

• Support in establishing and leading the school- Based CPD Committee.
• Hold the bi-weekly CPD Committee meetings.
• Assign roles to the Director of Studies, Heads of Departments, Sections and Subject Heads on how to deliver the school- Based CPD activities.
• Work with the CPD committee to set clear LtP and academic targets per term.
• Hold bi- termly performance reviews to Evaluate progress, Plan for the next period and Act on areas that need attention.

Director of Studies (DoS)

> **As the Director of Studies (DoS), I oversee the management of the daily teaching and learning process. I ensure that all teachers are monitored and are supported to improve their teaching practice to effectively deliver the curriculum and syllabus. I work with the Head Teacher and Deputy Head Teacher to deliver within the school - based CPD model."**

As the Director of Studies, my responsibilities are to:

• Oversee all academic activities, monitoring and evaluate academic programs, and ensure syllabus coverage.
• Identify teaching delivery capacity gaps and develop strategies to support teachers improve their capacity.
• Ensure that there is quality teaching and learning in the school.
• Ensuring that teachers use appropriate quality teaching and learning materials that are either locally made or procured.
• Support the adoption of teaching approaches, strategies and methodologies that lead to improved learning outcomes for students.
• Support the development of learner assessment strategies in line with the curriculum.

Functional Role of the DoS in the CPD Committee:

• Work with the heads of departments to set clear LtP and other academic performance targets
• Ensure the School- based CPD cycle of self-evaluation, target setting; lesson scheming, planning, classroom observation, coaching, mentoring and peer learning are taking place.
• Operationalize the school- based CPD processes.
• Ensuring that the CPD plans are in line with the curriculum and the syllabus coverage.
• Work with the Heads of Department and Section heads to hold weekly planning meetings.
• Work with the Deputy Head teacher to nominate the Heads of Departments (subject) or heads of section i.e., Lower primary, upper primary.
• Monitor progress and evaluate the implementation of the LtP methodology by teachers in lesson delivery.

Head of Department (HoD)

" As the Head of Department (HoD), I oversee the management of the daily teaching and learning process within my department. I ensure that all teachers are monitored and are supported to improve their teaching practice to effectively deliver the subject or theme within the curriculum. I work with the director of studies to effectively support the teachers through the school based CPD model.

As the HoD, my responsibilities are to:

• Support teachers to correctly interpret and implement the curriculum.
• Guide teachers within the department to make schemes of work for the term.
• Guide and provide tools and resources to teachers to enable them to effectively plan and deliver lessons.
• Conduct support supervision of the teachers in my department.
• Mentor, coach and provide guidance and counselling for teachers in my department.
• Check that teachers are attaining the syllabus coverage.
• Guide teachers to carry out effective learner assessment to ensure they achieve the expected academic outcomes.

Functional Role of the HoD within the CPD committee

The HOD leads the other teachers at the class level and support the following:
• Work with teachers in his/her department to monitor and assess their professional performance and provide constructive feedback.
• Work with the Director of Studies on how to pair teachers based on strengths as part of the CPD strategy.
• Conduct capacity needs assessment for all teachers within the department.
• Support and motivate all teachers to attend the weekly CPD activities to improve the practice of LtP, and the teaching and learning delivery.
• Conduct weekly class/departmental planning meetings.
• Support teachers to conduct Peer learning sessions.
• Share ideas and strategies on how to integrate LtP in the subjects/ Learning areas within the lesson planning and delivery.
• Monitor integration of LtP in lesson preparation, delivery, classroom management, use of TLMs, child interaction and assessment through classroom observation

Teacher

" As a classroom teacher I ensure that I teach my learners using the plan, deliver and reflect approach. I ensure that learners cover the syllabus and achieve the expected learning outcomes. I utilize various teaching approaches and materials to deliver my lessons, especially those that are learner centered. I am fully responsible for my professional growth and development, and I stay up to date with new approaches, and interventions that improve my teaching practice.

As a Classroom Teacher, my responsibilities are to:

• Plan lessons regularly incorporating different strategies.
• Develop appropriate quality TLMs from available resources to support teaching and learning.
• Organize the learning environment to ensure it is safe, conducive, and inclusive to all learners.
• Deliver lessons following the plans and ensure active learner participation and interaction throughout the lesson.
• Check on learner understanding all through the lessons and provide opportunity of extended practice and application of what has been learnt.
• Manage learner behavior and learning process by understanding my learners and establishing classroom guidelines/ routines and support learners experiencing challenges accordingly.
• Collaborate and consult with other teachers and the Heads of Department to effectively perform my duties and achieve school expectations.
• Carry out self-assessment to identify capacity strengths, gaps and work with peers, supervisors/mentors to improve.

Functional Role of the teacher within the CPD programme

• Participate in the various school- based CPD activities i.e. lesson planning sessions, review meetings, carrying out self-assessments, participation in peer learning sessions etc.
• Willingly participate in the classroom observation process to reflect on my teaching and share in the feedback for improvement.
• Utilize the resource materials available e.g the Teacher workbook and try out new approaches on integrating LtP into everyday teaching and learning.
• Facilitate peer learning sessions on areas that I have strong competency.
• Consult my fellow teachers and the heads of departments on matters that support my performance.
• Documenting good practices and sharing with peers or other teachers
• Visit the CC resource center for further learning/continuous development.

Implementation phases of the CPD activities

1. Bi- Weekly School- based CPD committee meeting.

Who Leads

Head Teacher or Deputy Head Teacher.

Who is involved?

The CPD Committee Members: Head Teacher, Deputy Head Teacher, DoS, HoDs, Mentor Teacher, Heads of Sections.

What is the process?

• There is an initial meeting to kickstart the CPD process after the face-to-face training. In this meeting the members are assigned responsibilities on what their role within the CPD is (ToR). The schedule of meetings and activities is agreed upon.
• There are ongoing/standing meetings that may occur after every two weeks. In these meeting members:
    a. Share experiences or progress on tasks assigned.
    b. Identify what is working and not working and what needs more emphasis.
    c. Jointly develop strategies for improving teacher performance in relation to LtP implementation
    d. Provide feedback on self-assessment in relation to their role in the Committee.
    e. Plan CPD activities for the period before the next meeting.

2. LtP and academic targets, set and updated.

Who Leads

Director of Studies with support from the Deputy Head Teacher.

Who is involved?

The CPD Committee Members: Head Teacher, Deputy Head Teacher, DoS, HoDs, Mentor Teacher, Heads of Sections and all teachers.

What is the process?

At the beginning of the term the CPD committee will hold a planning meeting to:
i. identify activities and set targets basing on the:
> • school workplan.
> • scope of work to be covered in the term.
> • specific subjects or levels
> • integration and delivery of LtP into specific subjects

ii. Identify the resources required to actualize the set targets and plans.
iii. Document and share the set targets and plans to all teachers since the focus is on the whole school approach.

3. Guided Lesson Scheming and lesson planning

Who Leads

Heads of Departments with support from the Director of Studies.

Who is involved?

The Head of Department and the Teachers in the departments/sections.

What is the process?

This is done at the beginning of every term and involves the HoD or Subject head working with the teachers under his/her supervision. This involves:

i. Support in the Curriculum interpretation
ii. Identifying entry points for the integration of LtP in lesson delivery.
iii. Identifying resources required to deliver lessons.
iv. Working with the teachers to identify and clarify concepts, identify any challenges or areas that may need professional development or coaching support regarding planning.
v. Identifying processes to assess learners.

4. Weekly Lesson Planning Checks

Who Leads

Heads of Departments with support from the Director of Studies.

Who is involved?

The Head of Department and the Teachers in the department/section.

What is the process?

This is done weekly throughout the term and involves the Head of Department supported by the Director of Studies to review teachers lesson plans to ensure the following:

i. Lesson plans follow the standard MoES structure.
ii. Are in line with the curriculum and are following the termly syllabus progression.
iii. Have LtP strategies and various practices integrated in there.
iv. Clearly articulates the appropriate TLMs to be utilized.

v. Lesson objectives and the time to integrate various teaching and learning strategies and learner – centred activities that are adequate to support achievement of the lesson objective.
vi. Lesson plans demonstrate progression and build on each other considering learner understanding of topics, themes, and concepts.
vii. Appropriate assessment practices included in the lesson plan that support transfer of learning.

5. Scheduled Classroom Observation conducted

Who Leads

Heads of Departments, mentor teachers with support from the Director of Studies.

Who is involved?

The Head of Department and the Teachers in the department/section.

What is the process?

At the beginning of the term after the lesson scheming phase, the HoD and Director of studies develop a teacher lesson observation timetable and ensure that each teacher is observed at least twice a term and is given constructive feedback. A record of this is made with a view of providing feedback on teacher progression to the CPD committee. The process is managed as follows:

i. Develop a clear timetable for teachers in the department to be provided with classroom observation.
ii. Prepare the classroom observation tools, ensure that they are well internalized by the team and modalities of how to use them are agreed upon.
iii. Ensure that this schedule is understood by all teachers and agreed on as part of the CPD.
iv. Ensure that each observation has a clear focus on agreed areas i.e., integration of LtP, learner assessment, transition of topics, classroom management etc.
v. Hold pre-observation meetings with the teacher to review and enrich the lesson plan.
vi. Carry out lesson observation without interrupting or drawing attention of learners.
vii. Take notes based on the LtP strategies and practices tracking tool and any other observation guide.
viii. Provide feedback to the teacher as soon as possible after the lesson, agree on the next observation and areas to work on.
ix. Complete the teacher observation record and place in the teacher's file.
x. Update the CPD committee on the progress of each teacher and any further support they may require.

6. Coaching and Mentoring

Who Leads

Heads of Departments with support from the Director of Studies and identified mentor teachers.

Who is involved?

The Head of Department, the teachers in the department/section and mentor teacher(s).

What is the process?

Coaching and mentoring in done throughout the term during feedback sessions and consultative meetings to ensure that teachers in the school are up to date with 21st century teaching and learning skills and involves a blend of modeling, coaching, instruction, collaboration and encouraging teachers to strengthen their delivery in utilizing effective strategies to achieve learner competencies and learning outcomes. This involves:

i. Identification and analysis of each teacher's individual capacity starting point and building on what they can already do.
ii. Creating ownership and understanding with the teachers in the department that their learning is their responsibility.

iii. Identification of experienced colleagues with knowledge of teacher delivery approaches and the ability to support other teachers address areas where they face difficulties.
iv. Attach a teacher mentor or have teachers work in pairs to support one another.
v. Making time to model, observe, practice, and hold discussions to raise awareness on areas of improvement within the teacher's ownership.
vi. Time needs to be made between the coach and the teachers to allow space for confidential reflection and feedback on teacher practice, delivery and experimentation on new teaching and learning approaches such as LtP.
vii. Support the development of a culture across departments, sections and classes of openness and mutual support for the critical aspect of teacher continuous professional development .

7. Peer Learning group meetings biweekly

Who Leads

Heads of Departments with support from the Director of Studies and identified mentor teachers.

Who is involved?

The Head of Department and the teachers in the department/section.

What is the process?

Establish peer learning groups with a clear criterion. This can be either by section, class levels or subjects depending on the size of the school and number of teachers. The ideal number of a peer group should be 4 to 08 members.

The Head of Department and DoS utilize the LtP peer learning guide to orient the teachers on the purpose, benefit and how the peer learning process would work. This will include:

i. Develop a schedule for when peer learning sessions will be held.
ii. The principle of the peer learning groups is joint responsibility and ownership, and all members of the group will facilitate or lead a session.
iii. Each session should have a clear topic or area to be discussed and this should be agreed on at the end of each session with the person leading identified.
iv. The team should utilize available tools like the – Lesson planning check list, guide to TLMs development, LTP strategies and practices tracking tool.
v. Assign a minute taker to document the discussions capturing topics discussed, areas of focus and actions agreed upon and attendance for each meeting (see in appendix the one-page layout)
vi. The Peer group team updates the HoD and CPD committee on their progress.

8. School Performance Reviews twice a term

Who Leads

Head Teacher/ Deputy Head Teacher.

Who is involved?

All the teachers in the school.

What is the process?

The school performance review involves evaluating curriculum coverage, the learning progress in subject areas, evaluating teacher performance, and effectiveness in the classroom, and progress towards achieving the school improvement plans. The results of the review will help the school identify areas where students and teachers need improvement and to develop strategies for helping them succeed:

i. Draw schedules of the performance review meetings.

ii. All teachers must be aware when the reviews are to be held.

iii. A clear agenda (template in annex attached) to guide teams on areas to prepare and present during the performance review meeting.

iv. Clear action points development at the end of every meeting highlighting what targets need to be met before the term ends or included in the next term's targets.

v. Clear minutes of the meeting taken and filed for reference.

How the School-based CPD committee works with the Center Coordinating Tutor (CCT)

1. The Center Coordinating Tutor will have a scheduled entry meeting at school level to engage the school headteacher on how the School- based CPD is functioning. The center coordinating tutor uses a checklist tool to establish how functional the school - based CPD structure is and identify the nature and type of support the school requires to strengthen it.

2. After the entry meeting with the head teacher, the CCT is expected to predominantly work with the CPD committee and engage them to establish how they are functioning as a structure, identify areas where they are facing challenges, achievements, and successes. The CCT reviews the various reports and actions being put in place by the CPD committee. The CCT reviews the lesson scheming and planning files for various levels andl works with the CPD committee to identify the classes and teachers that sampled for the classroom observation during the visit.

3. The CCT carries out the classroom observations considering that they inform the teachers that their role is to provide support and coaching and not monitoring/inspecting the teacher. The CCT observes the lessons, take notes, and provide feedback to the teacher during the post- observation conference.

4. Upon concluding the sample observations, the CCT meets with the CPD committee and provide feedback on key observations and lessons, compare their observation with the CPD committee's file on the teachers observed. Together they develop clear actions that can be put in place by the committee. The CCT sets a timeframe for the next visit with the expected improvements noted down. The agreed-on actions could include the need for refresher training that the CCT then organizes either at school or CC level if it cuts across various schools.

5. The Tutor has an exit meeting with the Head Teacher and upon return to the CC provides a report to the college and the PM team.

Hand Outs for Further Reading

Themes to guide discussion for the CPD Committee

The school CPD activities will be led and coordinated by the headteacher with support from the school-based CPD committee consisting of but not limited to the deputy headteacher(s), director of studies, champion teachers, subject heads, Heads of Departments or sections i.e. Pre- primary, lower primary, middle classes and upper primary, senior man/ woman to handle gender related issues and others as deemed necessary by the headteacher and also depending on number of teachers in a school.
The CPD committee will support the teachers under the different themes as outlined in the table below.

Theme	School based support
Use of LtP methods to achieve intended lesson objectives	• Guide teachers through the planning process to ensure they follow the prescribed curriculum for the class level and the LtP strategies and practices are reflected in the lesson plan. • Support teachers to follow planned lessons and appropriate integration of LtP strategies and practices during delivery. • Applies appropriate content, games, activities, and materials that are suitable to the class, age, subject areas, and ability of the learners to teach and assess learning.
Materials and aids that promote Inclusive LTP	• Guidance on making Teaching, Learning Materials that are open ended, attractive, interactive and promote intended learning objectives. • Guidance on appropriate use of a variety of TLMs including manipulatives for all learners to use /interact with during and after lessons – for extended practice. • Guidance on the efficient use of available resources in the school and the environment. • List of essential materials supplied/collected.
Teacher-Learner, and Learner-Learner interactions	• Support Teachers to acknowledge and encourage equal participation, contribution for boys and girls and learners with SEN. • Guide teachers on how to employ techniques of managing and including learners with different abilities and learning styles. • Support Teachers to promote collaborative learning through large and small group activities and opportunities for self-directed learning.
Set up and management of conducive and safe learning environment	• Guide Teachers to maintain positive discipline among learners by establishing child friendly class guidelines and routines that s/he consistently applies and to create a safe environment for all learners. • Support Teachers to promote children resourcefulness such as peer-to-peer learning, leadership and sharing responsibilities and managing resources such as books TLMs and proper care. • Support teachers to plan, organize, equip, and use both indoor and outdoor space within the school to facilitate LtP.

Theme	School based support
Teacher Wellbeing at personal and school level	• Help teachers to appreciate the benefits of LtP to the learners, learning process and to themselves in order to develop a positive attitude to embrace it. • Inculcate team spirit and respect for each other among the teachers so they can freely share, support and learn from one another to develop professionally. • Frequently guide and counsel teachers. • Support Teachers through self-care and stress management (exercises /techniques and personal development.
Linking with parents and community	• Ensure teachers provide Learners with assignments to be done at home with the help of parents or for extended practice. • Share with teachers' ideas and practical ways to work with parents and communities to avail, contribute and support in making TLMs. • Support teachers to organize class events / presentations for parents open days. • Guide teachers in identifying learners who may require support and need referral in the school and making them aware of the process. • Support teachers to disseminate LtP and wellbeing messages to parents.

Further guidance on conducting the school-based CPD activities

A. Support supervision

The school – based CPD committee is expected to carry out support supervision for teachers. Support supervision is intended to help teachers improve on their performance by getting relevant appropriate support from the supervisors who in this case are the members of the CPD committee.

The school – based support supervision is conducted for the teachers following the three-step cycle of plan – deliver – reflect/feedback on biweekly basis during every school term as illustrated in the diagram below:

The cyclic nature of the support supervision

Planning

Observation of the execution of the plan

Giving Feedback basing on the observation
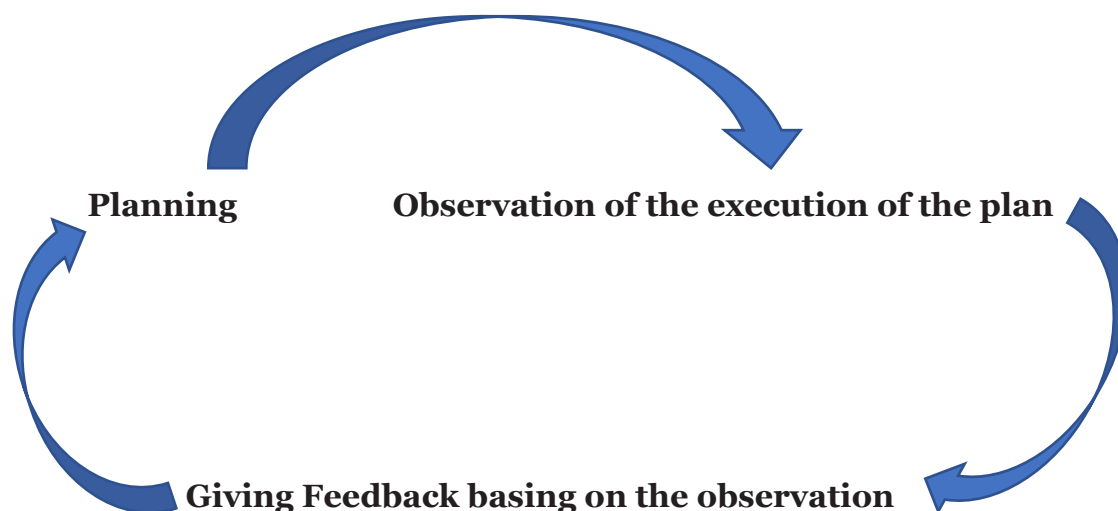
1. Planning step

This review stage gives teachers time to reflect on their practice and identify areas that may require improvement. This requires teachers to conduct a self- reflection of their practice. They should consider the knowledge, skills and competence levels required to effectively apply LtP in their classrooms.

During the planning stage, teachers identify specific activities that will address the identified needs and expected outputs from the review/reflection. Let the teachers identify and suggest implementable activities, expected outputs, responsible center, and timeline. All this is discussed and agreed upon by all the teachers at the same school, their administrators and the TOT/CCT. This should be aligned with the college outreach plan. The activities should bring out the roles and responsibilities of the teachers, administrators and TOT/CCT. It should also indicate the resources needed. Unforeseen activities could be added during the COP meetings.

2. Lesson Delivery/Support Supervision step

This is the action stage of the planned lesson, where teachers deliver their lesson plan. Each teacher is responsible for documenting their undertakings and practices in the journal books. After completing the lesson delivery, it is useful to reflect on the delivery process and take note of the appropriate evidence to ensure there is sufficient information to share in the feedback.

CPD committee members era expected to conduct classroom visits to observe the assigned teachers' lesson delivery focusing on the following areas using the classroom observation tool: (refer to the tool in appendix.....)

• Achievement of intended Lesson Objectives – The observer will give attention to whether the planned objectives, learners activities and responses are within the planned strategies.

• Teacher -Learner interactions- Give and take mode, positive, extension of learning within the play-based activities.

• Peer to Peer interactions – balance of individual, peer to peer, groups both small and large group activities

• Availability and use of teaching learning materials – Materials are open ended, allow for choice, manipulation, promote interactions among learners and supported by teacher. They are relevant for intended objectives.

• Set up and management of learning environment- The use of physical environment indoor and outdoor to manage large class, display and use of displayed materials, incidental learning, routinely planned use of the environment to inspire children, promoting project work, self-directed learning and ensuring learner safety.

• Activities geared towards assessment of and for learning throughout the lesson.

3. Assessment, feedback and documentation steps

This involves assessment or evaluation of the teacher's performance basing on the previous 2 steps of the supervision process by the head of department, champion/mentor teacher, Head Teacher, senior man/woman teacher or any other teacher assigned to carry out that role.

Here the supervisor sits down to discuss what transpired during the lesson delivery. Start by thanking the teacher for the lesson delivery and then allow the teacher to assess himself/ herself first by pointing out areas of strength and those that s/he feels need improvement. Together you agree on the way forward on retaining the good practices and working on those areas that require improvement. All these are documented for future reference, follow up, sharing during Community of Practice and for reporting/accountability. It is through support supervision, that gaps are identified and reported to the TOT/CCT who then organize a refresher training or CoP to address the identified gaps or incorporated into the follow up trainings at the College.

Teachers can also conduct peer classroom observation using the LtP strategies and practices tracking tool.

The role of a supervisor is to:

• Build rapport with the teacher being supervised. This is to make the teacher feel comfortable and be positive to the exercise.

• Help the teachers to develop their innate qualities to improve their performance.

• Support the teachers to adjust to their job requirements and to develop desirable competences to manage the dynamics in education and the communities where they work.

• Provide expertise, skills, knowledge, and experience to make the teacher learn without fear and hesitation.

• Encourage free communication and cooperation with the teacher.

• Devote time to carry out effective support supervision in order to enrich the quality of the learning experience they offer to the teacher.

Desired behavior of a supervisor:

• Should exhibit personal maturity
• Should be sensitive to the feelings of the others and have capacity to understand feelings and emotions of his/her supervisee.
• Should be respectful.
• Should have a good sense of humor.
• Should have emotional stability.
• Should be a good listener.
• Should be observant enough to read even the body language.
• Should be empathetic to understand and appreciate the conditions under which the teacher is working.

Classroom Observation: Tips to the Supervisors

Protocol Before, during, and after an observation, supervisors should be cognizant and respectful of the school environment by following the protocol below.

Before observation

• Ensure you have the classroom observation tool, a pencil/pen and a notebook.
• Introduce yourself to the principal Arrive at the designated classroom at least 30 minutes before class begins. -Introduce yourself to the teacher and explain the purpose of the visit.
• Scan through the teacher's lesson plan to see if the strategies and practices are reflected. You may suggest making it better.
• If a teacher does not want to be observed, kindly remind him/ her that the observation is to help him/ her improve on his/her classroom practice and not an evaluation.

During observation

• Sit toward the back of the classroom to view the entire classroom; ensure your presence does not block students' view of the lesson.
• If visiting a classroom with another observer, sit separately and refrain from talking with him/ her at any point during the lesson.
• Ensure your cellphone is muted and abstain from texting, phone calls, Facebook/Twitter, taking pictures, or any other distracting activities.
• Begin the observation when class is scheduled to begin.
• Avoid engaging with or distracting the students or teacher and do not participate in classroom activities, even if explicitly asked.
• Do not check students' textbooks, worksheets, notebooks, or other classwork.
Avoid positive or negative nonverbal expressions and convey a neutral attitude to avoid inadvertently distracting the teacher.
• Redirect the teacher and students to the lesson if they ask questions or focus their attention on your presence.

After observation

• Thank the teacher for being able to conduct the lesson and allowing to be observed.
• Invite the teacher in a secure place to reflect on the lesson.
• Give the teacher opportunity to talk about what transpired in the lesson by starting with the positives.
• Use the notes taken to point out what the teacher could have left out that could have affected the lesson.
• Let the teacher point out areas to improve and how s/he commits to do that. (Goal setting)
• Avoid discussing what occurred during the lesson in a joking or disrespectful way. This may affect your credibility as a supervisor.

During the observation, the supervisor uses the note-taking form to document what the teacher says by noting specific behavior, questions, instructions, and actions. These notes are essential to assess objectively as they provide evidence for the chosen level of performance and form a basis for reflection and providing feedback.
When note-taking, it is important to look for specific student and teacher behaviors that are clearly included in the tool. Supervisors should create a note-taking system that works for them; below are some helpful examples of notetaking techniques.

Technique	What is Observed	What is Written
Scripting: Quotes by teachers (T) or students (S)	After a lesson on forming past tense sentences, the teacher asks students to relate the current lesson to a previous one on action verbs by forming a sentence using both strategies. She asks, "Who can take an action verb from yesterday and create a past tense sentence?" A student raises her hand and responds, "Amna jumped over the puddle."	T: Who can take an action verb from yesterday and create a past tense sentence? S: Amna jumped over the puddle.
Tallies: Shortcuts for frequently used words or phrases	Throughout the lesson, the teacher says "very good" 8 times in response to student participation and answers.	"Very good"- /////////
Shorthand: Use of specific symbols or letters to represent behaviors	The teacher reviews a student's paragraph and provides feedback by saying, "Great job on the first paragraph. The way you open with a personal story is very compelling."	FB- T: opening paragraph is compelling b/c of personal story.
Anecdotes: Summaries of what was seen or heard	At the start of an activity, the teacher asks if everyone has a textbook. Six students raise their hands to indicate they do not. The teacher continues teaching at the board. Meanwhile, 3 students are playing with a ball of paper and distracting others.	6 Ss no book, T cont. teaching at board, 3 Ss playing (disruptive).

Common challenges in classroom observation

Supervisors should be aware of several challenges that may occur when conducting classroom observations that have the potential to adversely affect objectivity in assessing the teacher:

Personal Experiences:
In some cases, past experiences and personal opinions influence how supervisors determine the level of performance. This is particularly problematic for people who have pre-existing notions of what constitutes "good teaching." Moreover, their exposure to different teaching styles has the potential to influence their reliability. For example, some observers may think, "When I went to school, this is how we learned" or "My daughter's teacher does this." Despite this prior knowledge, it is important to remember to assess basing on what you observe, regardless of your opinion or experience.

Additional Information:
In some cases, observers assess basing on additional or preexisting information they have on the teacher, or school. Sometimes, they also assume certain behaviors by incorrectly inferring the teacher's intentions. For example, "I am going to give the teacher a good for positive environment, because even though she was impatient with student X, I know it is because she was in charge of the assembly this morning." This additional information should not influence the assessment of the observation as level of performance should solely reflect what happens in the classroom during the observation time.

Comparison:
Often, observers conduct several observations during a short timeframe and compare teaching styles and ability across observations — this ultimately hinders the reliability of the tool. For example, an observer may rate a teacher lower on a behavior because in an earlier observation, s/he saw the same teacher, or a different teacher, use a better strategy to communicate the same information. It is necessary to observe each segment independently and avoid comparison to other situations or teachers to maintain reliability.

B. Teacher Peer to peer learning

Other school CPD activities will include peer to peer learning.

What is peer learning?

Peer learning is a type of mutual learning and training strategy that involves participants of the same level engaging in collaborative education.

Some Benefits of Peer learning to teachers include:

• Peer learning enables knowledge sharing among teachers in a more comfortable setting. Rather than planning and giving a formal presentation on a topic, sharing knowledge among peers is less intimidating as there is willingness to make mistakes and learn from them.
• It can help to boost teacher morale and well-being. Teachers that help their colleagues learn and develop their skills boost self-confidence. Peer learning, therefore, enhances teachers' confidence and the ability to take control of their own learning.
• It reinforces teacher's existing knowledge. Many studies have shown the benefits of the learning-by-teaching effect. Therefore, teachers who spend time teaching what they've learned have a better understanding and mastery of the content and skills.

Role of Headteacher and TOTs in supporting teacher peer learning

• Encourage and guide teachers to form peer learning teams according to the class levels i.e. Pre- primary, Lower primary and Upper primary or subject based.
• Educate teachers on the importance and benefit of peer learning.
• Identify champion teachers for the different levels to act as facilitators.
• Guide the teachers on how to conduct peer learning sessions. (refer to the peer learning guide)
• Monitor and track if peer learning is taking place in schools.
• Find out the progress of peer learning from the documented reports.
• Receive and analyze reports about different peer learning groups in the school.
• Seek for support in areas that may seem problematic to the teachers through PGMs, or school-based refresher trainings organized by the TOTs/CCTs
• Document good practices for sharing with other headteachers. CCT, College, PM field Staff.

Guidance for conducting peer learning sessions

1. Nominate a peer learning facilitator.
This will help in ensuring the process runs smoothly. The facilitator ensures that he/she keeps the conversation flowing, stays neutral and has no authority attached to this position. Teachers can take on this role in turns, try to allow for both female and male peer learning facilitators. The facilitator can be the person who is initiating the peer learning circle or the subject matter expert. The facilitator should identify and prepare the meeting room and make known to the team the topic to be covered in the session and names of the presenters.
2. Create a safe environment to learn from each other.
It is not a productive use of time to set up a peer learning session if no one feels comfortable sharing. The environment should encourage all to speak up and share. Emphasize the importance of respectful communication. Facilitator can set up ground rules.
3. Identify teachers who are performing well.
To help design content for the peer learning sessions and to create peer-to-peer learning partnerships. (e.g., pair champion teachers with the less confident ones or those who are struggling for continuous support, recognize male and female teachers who might be able to provide insight to newer teachers, etc.)
4. Allow the peer learning to be group-interest and skills driven.
The group should select topics based on what challenges the team is facing, or professional growth areas of interest. Topics can include anything from general development topics (e.g., confidence, negotiation, classroom management, wellbeing, etc.) or team-specific improvements such employing strategies that promote LtP in lesson delivery or how to make LtP activities more inclusive.
5. Select presenters to lead the group.
These should be selected based on their expertise in a specific area or the presenters' desire to learn and share. (e.g. on any professional development topics.) The presenters should come prepared with in-depth understanding on the topic they are sharing. Again, balance female and male leadership.
6. Identify common reasons to learn from each other.
Finding commonalties between experiences helps teachers to relate better with one another but also to

recognize that others have also gone through similar experiences. This drives the desire to learn how they overcame the issue.

      7. Encourage diverse perspectives.
      8. Keep track of understanding.
Ask teachers for suggestions and feedback on lessons they have learned. Take note to inform future peer trainings.

Procedure for conducting a peer learning session:

      1. Welcome and Check-in—Setting the stage (10 min).
Explain the purpose of the session: to provide structured, dedicated time for your team to learn so each participant walks away with new tactics to improve their work. At this point the facilitator should set basic ground rules and explain how they are put in place to create a safe environment for learning. The following could be some of the rules to guide the peer learning sessions:
• No interruptions.
• Respect each other and each other's views.
• What is shared in the session may be shared externally, but not attributed to any member.
• All comments and input should be focused on behaviors or impact, not focus on personal characteristics.
• Clarify whether presenters are comfortable with real-time questions or prefer to do Q&A at the end.
Ask everyone to quickly introduce themselves by sharing:
• Their name,
• Role in the team,
• Their previous experience with the topic or what they hope to learn.
The facilitator should keep notes regarding what people would like to focus on to help guide the discussion.

      2. Presentation [activity or exercise] (25 min).
The presenters share what they know or have learned about the topic in question. You might consider small group brainstorm and share-outs, videos, or other activities to make the session more interactive. Presentations that include an activity for the group get the best feedback.
Give the group 5 minutes to ask questions to the presenter if any. Make sure you time this so you have enough time for discussion.

      3. Discussion and Connection to Practice (20 minutes).
The facilitator guides the discussion, positioning the presenters as experts and encouraging other team members to bring in their own questions and expertise.

In case the discussion stalls out, try one of these questions to bring it back to life:
• Does anyone have any other experience or expertise to share on this topic?

1-hour sample agenda of a peer learning session

      1. Welcome and Check-in (10 minutes)
• Spend the first few minutes setting the climate, welcoming participants, and reflecting on practice related to the theme of peer learning.
• Do a quick check-in on how teachers are feeling.
• Review the previous meeting and any action taken since the previous meeting.
      2. Presentation (25 minutes) [Could be a video, discussion, presentation, or activity]
• Presenter introduces the topic: what the presentation is about and the purpose.
• Presenter indicates what they should take note of during the presentation, activity or viewing.
• Presentation / Discussion / Activity / Video
• Q&A from the teachers
      3. Discussion and Connection to Practice (20 minutes)
• Reflect—Connect—Apply method.
• What did you learn from the presentation/video/activity? What would you like to know more about?
• How does this topic link to the work you do every day or challenges you face in the classroom?
• What are the two important takeaways that you would wish to try out? When and how could you do it?
      4. Reflection and Closing (5 minutes)
Allow participants to reflect on whether they got what they wanted and needed from the session. This is a great time to collect ideas for future topics too.

• Share one thing positive about the meeting and anything that they hope to improve in the next meeting.
• Give a short summary on what was covered in the session, and emphasize any commitments made.
• Indicate who the next facilitator/presenter is and the date, time, and topic for the next session.

• Are there aspects of the topic or considerations that have been left out that are important?
• How might you incorporate this information into your day-to-day work, or do you have an example of how you are doing that or something similar?

Some suggestions on how to incorporate teacher wellbeing into peer learning.

• Allow time at the beginning of the peer learning meeting to ask the teachers to reflect on how they are doing. Some suggested ways to do this:

    - At the door: Ask teachers to share what is one thing that is bothering them that they need to leave "at the door" to be able to be fully present in the meeting.

    - Celebrations: Ask teachers to share with a partner or in plenary one positive or meaningful interaction they have had in the last week.

    - Help Seeking: Ask teachers to share (either verbally or in written form) something that they have been struggling with and could use some advice on from their peers. Allow time for people to respond (verbally or in writing).

• Choose topics related to stress management, self-reflection, help-seeking, self-care and coping to discuss in an upcoming Peer Learning meeting. Make sure to differentiate what is within our control as teachers vs. what is out of our control within the system.

• Choose topics related to learner wellbeing and their behavior in the classroom, positive discipline, and classroom routines. One source of stress for teachers is classroom environment and relationships with learners.

• Discuss during Reflect—Connect—Apply how the theme or topic connects to my relationships with learners and colleagues, my sense of confidence as a teacher, and the emotional enabling environment in my classroom.

• Use case studies as a way to discuss difficult topics without requiring privileged sharing. This allows teachers to discuss the scenario openly without worrying that it will affect their evaluation or performance.

• Include time for discussing what doesn't work/hasn't worked in relation to teaching practice and normalize that nothing is perfect, and we can learn from reflecting on our mistakes. You can do this anonymously if teachers are reluctant to share.

C. Refresher trainings/CoP

The classroom observation and peer learning sessions will help to identify gaps that may require more training. The Headteacher together with the CPD committee will compile the training needs and request the CCT / TOT to organize a refresher training to address the gaps. This may be conducted at school level or at the CC level during the Community of Practice (CoP).

D. Review meetings

Conduct the review meetings fortnightly. These should be led by the designated CPD committee member who will facilitate the session. The meetings will follow the suggested agenda:

Time: 10 Minutes

Item: Communication and opening

Activities
• Provide a warm-up game or song to start on a warm note and to cater for their wellbeing. • Introduce and thank any helpers, visitors, or other facilitators present. • Remind teachers of the norms (such as respect for each other, listening to each other etc.) and emphasize the importance of learning together. • Ask about absentees and encourages those present to contact absentees and remind them of coming next session.

Time: 30 Minutes

Item: Review of the week and reflections on classroom experiences

Activities

The Teachers will be guided by the following questions for their weekly reflections,
a) What worked and what did not work?
- Achievement of lesson objectives
- Teacher-Learner interactions.
- Any games tried out and how it felt to the learners and the learning.
- Peer to Peer interactions
- Availability and use of Teacher Learning materials
- Set up and management of learning environment.

b) Possible solutions of what did not go on well and needs for the new week.
c) Any learnings from the sharing, teacher actions and support to deliver better.

Points to Note:

The reflection will prioritize the selected subjects / areas for pre-primary especially reflecting -group work based on class and subject under the support of peer leaders from CPD committees.

Time: 30 Minutes

Item: Plan for the week

Activities

- Encourage teachers to write plans and commitments for the next week.
- Share key actions and areas of collaboration during the week.
- Concluding remarks based on what has been agreed upon for the week.

Time: 10 Minutes

Item: Wrap up and AOB

Activities

- Any other observations that may be of help and setting date and time for next meeting.

Appendices

Appendix 1: LtP Lesson Planning Checklist

LtP Lesson Checklist
A good LtP Lesson follows the traditional lesson tasks that teachers must do: Lesson Planning, Delivery, Assessment of Children's Learning, and Reflection. In the Lesson Delivery task, special attention is paid to Classroom Organization and Management. Use the checklist by ticking against the important elements of an LtP lesson.

1. Lesson Planning

Element	YES	NO
Does the lesson plan have all the preliminary information indicating; subject/learning area, class, number of learners, date, and duration?	☐	☐
Are the topic, sub-topic/theme, sub-theme, and content clearly indicated, drawn from the prescribed curriculum?	☐	☐
Are the lesson objectives/competences stated SMART and related to the content?	☐	☐
Does the lesson plan have relevant TLMs listed down to facilitate learning the content?	☐	☐
Does the lesson plan clearly state the Life Skills and Values, with the content and designed activities demonstrating those social emotional skills?	☐	☐
Does the lesson plan indicate teaching methods that promote learner engagement and interactions with the teacher, peers and materials?	☐	☐
Is the lesson structured to reflect LtP strategies and practices in each of the 4 major phases/steps of the lesson (introduction, experiencing, sharing of experiences, evaluation)?	☐	☐
Does the lesson plan state the techniques for organizing and managing class activities (e.g., grouping, clarity of instructions, layout of the learning space, etc.)?	☐	☐
Does the lesson plan show how all learners will be included and catered for in the lesson (Note: regardless of gender, ability, confidence, religion, language, etc.)?	☐	☐
Does the lesson plan have tasks for assessing learning during and after the lesson delivery?	☐	☐

Note
This checklist caters only for what is written in the lesson plan. The observer is encouraged to record observable practices which are not written (e.g. management of learner behavior, positive tone, teamwork, etc.)

2. Lesson Delivery

Element	YES 👍	NO 👎
Did the lesson include and LtP Strategy or Practice in every phase of the lesson?	☐	☐
Were all children, regardless of ability, religion, gender, ethnicity, or confidence able to equally participate in the lesson activities?	☐	☐
Did the lesson flow from known to unknown and in a way that is predictable and consistent?	☐	☐
Prior to groupwork or independent practice, did you establish expectations for the learners?	☐	☐
Were the indicated Life Skills and Values seen in the classroom routines, activity instructions, reflection questions and learner engagement?	☐	☐
Did the selected lesson activities encourage experimenting, discovery and making mistakes with the opportunity to try again?	☐	☐
Did you support learners in working through frustration from academic challenges, negotiating ideas and materials during groupwork, learning new content?	☐	☐
Did the activities in different phases of the lesson promote learner practice or demonstration of the competences?	☐	☐
Did you use stories, literature, current events, and lesson examples to represent boys and girls in a positive way?	☐	☐
Did you use stories, literature, current events, and lesson examples to promote inclusion of all children and respect in the classroom?	☐	☐
Were you able to observe any wellbeing issues with your learners during the lesson (physical appearance, dirty clothing, injuries, behavior changes, etc.)?	☐	☐
Were the planned TLMs relevant to facilitate learning the intended lesson content?	☐	☐
Were the TLMs made attractive, bold/big enough, clear/ colorful, durable, and safe for learners to use?	☐	☐
Were the TLMs enough for all the learners in the class to use?	☐	☐
Did the TLMs promote learner engagement and interactions?	☐	☐
Were the TLMs used at an appropriate time in the lesson?	☐	☐
Could the TLMs be used in more than one way in a lesson, or can they facilitate learning other subject areas?	☐	☐

3. Learner Assessment

Element	YES 👍	NO 👎
Was there more than one opportunity for all learners to demonstrate their knowledge?	☐	☐
Is there a way the TLMs are used to assess learning of the lesson objectives?	☐	☐
Were you able to conduct individual and group assessments through the planned and delivered activities?	☐	☐
Did you help learners know why you are assessing them and how you will use that information to help manage anxiety?	☐	☐
Did you give feedback in a way that supports children to grow, try again or apply the new knowledge?	☐	☐
Was there at least one opportunity for the learners to reflect on the lesson content and their learning process to allow for consolidation of new knowledge and self-awareness?	☐	☐

4. Classroom Organization and Management for a Safe, Inclusive and Enabling LtP Learning Environment

Element	YES 👍	NO 👎
Does the plan of the classroom layout and seating arrangement provide space to allow free movement for the teacher to reach all learners?	☐	☐
Does the plan of the classroom layout and seating arrangement provide space to allow free movement of all learners to access the learning stations and the materials?	☐	☐
Does the seating arrangement promote group work and interactions between learners?	☐	☐
Is the learning space clean, safe, and free from any hazards?	☐	☐
Are the visuals in the classroom well displayed and at the right height for all the learners to see?	☐	☐
Do the displayed visuals promote incidental learning and can they be used for reference and assessment?		
Do you have class social guidelines to regulate learner behaviors and make all learners feel safe?		
Do you have known signals in the class for change or transition from one activity or subject to another?		
Did you equitably distribute questions in the class and give all learners opportunity to answer including those who don't raise their hands?		
Did you include all learners in the class activities including those with learning difficulties?		
Is there a practice of celebrating positive growth, achievement, or teamwork within the lesson?		
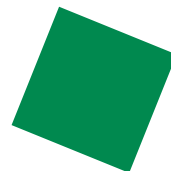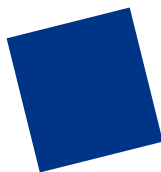
Appendix 2: Classroom Observation Tool

LtP CLASSROOM OBSERVATION TOOL

Steps for a successful observation:

- ■ 1. Notify what day and during what time you will come.
- ■ 2. Arrive 15 minutes before the lesson starts in order to greet and explain what you will be doing.
- ■ 3. Remind them to teach as they normally would. This observation is meant to be helpful for, it is NOT an assessment or judgment.
- ■ 4. Find a comfortable spot in the back of the class where you can seem nearly invisible to both students.
- ■ 5. Do not speak to or the students, or interrupt the class in any way, during the duration of the lesson observed.
- ■ 6. Take notes and observe for at least 30 minutes; review and complete scoring after the observation.

Background Information

Observer Name/ Position	
Activity type	1. Ongoing MEL 2. Research 3. Other, specify
Country	1. Ethiopia 2. Tanzania 3. Uganda
Location/ District	
School name (from drop-down button)	
Observation Date (dd/mm/yyyy)	Observation time: Morning/Afternoon shift	Data Entry Date (dd/mm/yyyy):
Name of Teacher observed :		Sex of teacher: Male/Female
	TeacherÕs signature:	

Observed Subject/ Learning area	English Language	Science	Mathematics	Social Studies	Others; Specify

Grade level/class	ECD ¥ Baby, ¥M iddle, ¥T op	P.1	P.2	P.3	P.4	P.5	P.6

Class size	Boys:_____ (No with SNE- _____)
	Girls:_____ (No with SNE- _____)
	Total:_____ (No with SNE- _____)

Section I. Enabling Environment

1. Classroom structure is:	☐ Open/Outdoor ☐ Covered, open sides ☐ Covered, 4 walls
2. Does the classroom have adequate lighting for learning?	☐ YES ☐ NO
3. Does the classroom have adequate space for all the students to be comfortably seated during the lesson?	☐ YES ☐ NO
4. Does each child have a seat?	☐ YES ☐ NO
5. Does the classroom have adequate space for the teacher to walk around and support students?	☐ YES ☐ NO
6. Is the classroom clean (free of debris and trash)?	☐ YES ☐ NO

Section II. Time Management

12. Punctuality *Did the teacher/facilitator begin and end the lesson on time?*	☐ YES ☐ NO
13. Lesson Duration *What was the duration of the lesson (in minutes)?*	–––––––minutes
14. Time on task *Was time well managed at different phases/activities during the lesson*	☐ YES ☐ NO

Section I. Enabling Environment

7. Is the lesson plan for the day available?	☐ YES ☐ NO
8. Is the lesson plan drawn from the scheme of work and the recommended curriculum ?	☐ YES ☐ NO
9. Are the objectives/ competences stated in the lesson plan SMART?	☐ YES ☐ NO
10. Does the plan reflect relevant materials to use in lesson delivery?	☐ YES ☐ NO
11. Does the plan reflect activities that support achievement of lesson objectives/ competences?	☐ YES ☐ NO
12. Does the Lesson reflect SMART objectives? competences?	☐ YES ☐ NO

Section IV. Materials available and used in the lesson

13. Check all that are visible in the classroom	Teacher Aids	Seating/Areas for Students	Hands-on Materials for Students
	☐ Chalkboard/ ☐ Projector ☐ Storage facility ☐ Teacher desk & chair ☐ Displayed Posters/Visual Aids ☐ Clearly labelled Learning centers/corners	☐ Individual desk and chair ☐ Group desk ☐ Benches ☐ Mats on the floor ☐ Play Learning centers/corners	☐ Mathematics (counters, rulers etc etc) ☐ Language (letter or word cards, flash cards picture cards workbooks) ☐ Art supplies (crayons, markers, glue)

14. Check all that are used during the lesson	Teacher Aids	Seating/Areas for Students	Materials for Students
	☐ Chalkboard/Projector ☐ Teacher desk ☐ Posters/Visual Aids ☐ Chalkboard instruments ☐ Other prepared materials; Specify	☐ Group deskse ☐ Benches ☐ Mats on the floor ☐ Learning centers/corners	☐ Mathematical apparatus (counters, rulers) ☐ Language (letter or word cards, picture cards, work-books) ☐ Art supplies (crayons, markers, glue) ☐ Six Bricks ☐ Science kits ☐ Child-friendly posters/art-work ☐ Models ☐ Textbooks ☐ Games materials (dice, playing cards, jigsaws etc.) ☐ Others; specify ☐ Local materials (sticks, stones, leaves, etc.)
			☐ Six Bricks ☐ Science kits ☐ Models ☐ Textbooks ☐ Games (dice, playing cards, lotto, jigsaw puzzlesetc.) Others; specify ☐ Local materials (sticks, stones, leaves, etc.) ☐ Others; specify

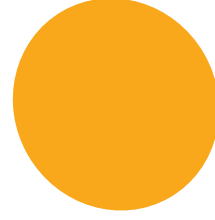| 15. Identify the percentage of students that appear to have materials	Textbook	Six Bricks	Other hands-on materials
	☐ None ☐ Less than 25% of the class-room ☐ Between 25 and 50% of the classroom ☐ Between 50% and 75% of the classroom ☐ Over 75% of the classroom ☐ All students have it	☐ None ☐ Less than 25% of the class-room ☐ Between 25 and 50% of the classroom ☐ Between 50% and 75% of the classroom ☐ Over 75% of the classroom ☐ All students have it	☐ None ☐ Less than 25% of the class-room ☐ Between 25 and 50% of the classroom ☐ Between 50% and 75% of the classroom ☐ Over 75% of the classroom ☐ All students have it

Section V. Lesson delivery

	1) No evidence / negative	2) Need improvement	3) Good	4) Excellent	Score
16. Lesson Objective *Clearly states the lesson objective of the day at the beginning of the lesson and explains how activities contribute to the objective*	Does not state the lesson objective.	Stated the objective, but late in the lesson or not clearly.	Stated the objective, but some activities during the lesson are not linked to the objective.	Clearly stated the lesson objective at the beginning of the lesson and linked all the activities to the objective.	
17. Connecting lesson content to StudentsÕ Lives or Prior Knowledge *Connects the lesson content to prior knowledge of the students, or to examples from the studentÕs day-to-day lives*	Does not connect material to prior les-sons or the studentsÕ real-life.	Explains how the lesson connects with previous lessons but does not connect to childrenÕs daily lives	Connects the lesson to previous lessons, and uses examples the students understand and are from their experiences	Relates content to studentsÕ prior knowledge and ex-periences and ex-plains its relevance in their life even outside school.	

	Does not provide / lecture only	Provided but not clear / not aligned	Provided in some cases / tries	Provided clear throughout / multiple aligned
18. Provides Clear explanations *Provides clear explanations, using simple language and relevant teaching aids such as* ☐ *Visual aids (ie charts, pictures)* ☐ *Models (video/audio)* ☐ *Multi-media* ☐ *Blackboard* ☐ *Six bricks* ☐ *Local materials* ☐ *Art Supplies* ☐ *Textbooks* ☐ *Real objects*	Does not provide explanations for the lesson.	Provided explanations but they were not clear or not well-aligned with studentsÕ level.	Provided clear, age-appropriate explanations in some cases, but not consistently.	Provided clear, age-appropriate explanations throughout the lesson that are within the learnersÕ experiences.
19. Use of Active teaching and learning Strategies *Teaches the content in different ways to account for different types of learners. Different teaching techniques include:* ☐ *Discussion* ☐ *Songs* ☐ *Writing/Drawing* ☐ *Group work* ☐ *Games* ☐ *Individual practice* ☐ *Role Play* ☐ *Think – Pair-share* ☐ *Excursion* ☐ *Six bricks* ☐ *Experimentation Project and/ or problem solving*	Uses only lecture or whole-class responses from children to teach.	Uses one or more active strategies but not aligned to lesson objective (e.g., energizers or songs unrelated to lesson content)	Tries to use more than one or more active strategies to deliver lesson content, that facilitate learning the lesson objective.	Uses multiple active strategies to deliver lesson content all aligned to lesson objective

Criteria				
20. Student Opportunity to Practice *Gives the students adequate opportunities to practice during the lesson, such as:* ☐ *Pair work* ☐ *Rotating stations* ☐ *Small group activity* ☐ *Think-aloud* ☐ *Individual assignments* ☐ *Role play*	Provides no opportunity for students to practice other than repeating back in chorus.	Asks a few students to engage in activities (e.g., go to the board to answer questions, demonstrate with materials).	Creates opportunities for all children to practice, but in limited ways.	Provides opportunity for students to practice in multiple ways (e.g., individual assignments and small group activities)
21. Questioning Techniques *Uses a variety of questioning techniques to engage students:* ☐ *Asking the whole class* ☐ *Calling individual students by name* ☐ *Students ask each other questions* ☐ *Asking probing questions to groups during group work* ☐ *Asking open-ended questions* ☐ *Distributes questions in the class to all learners*	Does not engage the students through questioning or only uses close-ended prompts (questions that prompt a yes/no answer)	Engages students through questioning by asking the whole class or calling students by name, but the questions have specific answers.	Asks students questions, including open-ended questions, but none that require critical thinking (such as ÒWhy do you think that is?Ó or ÒWhat would you do?Ó)	Uses a variety of techniques, including questions that encourage deep reflective thought.
22. Checking on learning progress and Understanding of lesson content *Continuously checks on learning and understanding by the learners using different techniques which include:*	Does not engage in activities to check on studentsÕ learning and understanding through out the lesson	Checks on studentsÕ learning and understanding infrequently or only with the whole class (such as asking Òis that clear?Ó to the	Engages in one activity to check on individual studentsÕ learning and understanding during the lesson and gives a	Checks on individual studentsÕ learning and understanding multiple times throughout the lesson using at least

	Does not provide any feedback to students on their work	Provides feedback to students but it is not informative	Provides adequate feedback to students	Consistently provides timely and adequate feedback
☐ *Asking open-ended questions through out the lesson* ☐ *Practice activities with monitoring* ☐ *Reviewing work (e.g., walk-and-check)* ☐ *Peer review* ☐ *Show/demonstrate* ☐ *Projects* ☐ *Quiz*		whole class) and gives a written ex-ercise at the end of lesson.	written exercise at end of lesson.	more than two techniques.
23. Providing feedback ☐ *Points out what they are doing well* ☐ *Points out what they are doing wrong* ☐ *Offers suggestions on what students can do to improve* ☐ *Provides timely feedback*	Does not provide any feedback to students on their work	informative inadequate (e.g. in-dicates a response is wrong but does not explain why or does not offer suggestions for improvement)	feedback to students by pointing out what they are doing wrong and offering suggestions for improvement, but misses some opportunities for providing timely feedback	provides timely and adequate feedback to students pointing out what they are doing well, what they are doing wrong, and offering suggestions for improvement

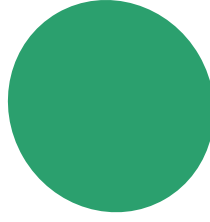|	1) No evidence / negative	2) Need improvement	3) Good	4) Excellent	Score
24. uses Positive language and rewards *Uses positive words to build rapport, encourage and praise the studentsÕ effort, work, and good behavior.* ☐ *Praise (all)* ☐ *Praise (specific)* ☐ *Kind/respectful voice* ☐ *Encouraging words* ☐ *Giving Rewards*	Uses no positive words, or instructions and reprimands.	Uses some positive words, but also says things that are discouraging.	Uses positive words, but not consistently or only for correct answers.	Uses positive words consistently to praise good work, good behavior, improvement, and/or good effort from students.	
25. Behavior Management ☐ *Reminding rules / Single word reminders of rules* ☐ *Restructuring the environment / Changing seats* ☐ *Redirection of attention* ☐ *Calm respectful consequences to stop misbehavior* ☐ *Punishment / disrespectful consequences to stop misbehavior* ☐ *Rewards good behavior*	Uses harsh behavior management techniques that humiliate children such as using insults or hitting children.	Uses positive behavior management techniques, and also uses harsh techniques at some points.	Tries to use positive behavior management techniques but is inconsistent, or does not help children manage conflict between themselves (e.g., teasing, bullying, fights)	Teacher consistently employs positive behavior management strategies and helps children manage their conflicts; environment is friendly and inclusive	

Criteria	Level 1	Level 2	Level 3	Level 4
26. Classroom management *Uses routines and transition strategies to create a conducive learning environment* ☐ *Classroom rules are posted* ☐ *Sitting arrangement allows free movement* ☐ *Provision of materials in an organised way* ☐ *Efficient use of time for un-packing or storing materials* ☐ *Efficient use of time during transitions of activities* ☐ *Calls learners by names* ☐ *Use of groups and group leaders to manage class* ☐ *Use of rewards*	Does not appear to have any routines and transition strategies to create a conducive learning environment.	Appears to have some routines and transition strategies but are not used consistently and other activities or transitions are chaotic/disorganized	Has some few routines that children follow, Activities and transitions are conducted in an organised manner	Consistently uses a variety of classroom management routines that children follow; activities and transition between them are smooth and orderly.
27. Integrating Gender in the lesson *Creates an environment where both boys and girls can freely learn and engage in activities.* *Notice:* ☐ *Boys and girls are seated randomly/mixed in the class-room* ☐ *Both boys and girls are in-volved in class activities* ☐ *Questions are well distributed to both boys and girls*	Appears to favor one group of students (boys or girls) through actions like calling on them more often, provid-ing first choice of materials, etc.	Engages boys and girls equally but uses gender stereotypes in their language or materials (e.g., boys/ men as doctors or leaders; provid-ing girls with dolls and boys with LEGO bricks	Engages boys and girls equally and uses gender neutral language (e.g., uses Ôhe or sheÓ or Òthey/ alternates examples using boys/girls)	Engages boys and girls equally and uses gender trans-formative practices (e.g., mixed group-ings, leadership re-sponsibilities to both boys and girls, gen-dered storybook as a teaching moment to ask children to imagine what would happen if a woman

Criteria				
☐ The language, examples and materials used in class are gender sensitive. (keep this)				saved the day, instead of a man. How would she have acted differently?)
28. Learner wellbeing *Attends to the needs and well-being of all students in the class* ☐ *Uses friendly language* ☐ *Identifies learners who are not well and or experiencing distress in class and attends to them* ☐ *Takes care of learnerŌs comfort i.e seating arrangement, hygiene in the room, proper aeration etc.* ☐ *Ignores learners in the class who seem not well*	Uses a harsh, abusive and threatening language in class	Does not mind about learners wellbeing and comfort in the class. (Ignores learners who show signs of unwellness in class)	Identifies learners who are not well in class and attends to them but oftenly uses threatening and harsh language.	Identifies learners who are not well in class and attends to them and consistently uses a friendly language through out the lesson
29. Inclusion *Includes and attends to the needs of different types of students, such as children with disabilities, children whose mother tongue is different than the language of instruction, displaced children, etc.* ☐ *Identifies and recognizes learners with SNE in the class* ☐ *Caters for Child(ren) with disability in the class*	Does not adapt instruction to include or attend to the needs of different types of students (e.g., teaches the whole class in the same way through out the whole lesson)	Identifies learners with different SNE in class but makes limited effort to attend to their needs. (e.g., tries a few words in minority language but not enough for children to fully understand the lesson)	Makes some adaptations to instructions, activities and materials to include or attend to the needs of different types of students (e.g., provides some instructions in minority language but inconsistently)	Consistently adapts instructions, activities and materials to include or attend to the needs of different types of students (e.g., uses independent practice time to work with certain students to ensure they understand lesson concepts)

☐ *Caters for Child(ren) speaking minority language in the class*

☐ *Caters for Child(ren) from minority ethnic/religious group in the class (Ignore this In case the Minority children are not present in the class)*

☐ *Does not include learners with special needs in the lesson.*

	1) No evidence / negative	2) Need improvement	3) Good	4) Excellent	Score
30. Student Attention ☐ *Listening attentively* ☐ *Focused / concentrated on activities* ☐ *Looking away from the speaker* ☐ *Talking to others while attention is required elsewhere*	The majority of children appear to be distracted and not paying attention to the lesson or activities	Some children are paying attention to the lesson, but more than a third appear to be distracted.	The majority of children appear to be paying attention to the lesson, but there a few students who seem distracted	All children appear to be paying attention to the lesson and fully focused on the activities	

31. **Student Active Participation**	The majority of children appear to be passive learners, (e.g sitting quietly listening)	Some students are actively participating in the classroom answering questions, and engaging in activities but half of them are passive learners, staying quiet and not interacting with others	The majority of children are actively participating in the lesson, asking and answering questions, expressing ideas or interacting with others in activities, but a few children are sitting quietly with limited interactions with others	All children are actively participating in the lesson or activities, constantly asking questions, expressing ideas and engaged in doing individual and group activities.
☐ *Asking and answering questions* ☐ *Expressing opinions and points of view* ☐ *Interacting with others during activities* ☐ *Doing individual or group tasks* ☐ *Passive*				
32. **Student Enjoyment**	The majority of children appear to be bored with the lesson or activities	A few children appear to be enjoying the lesson or having fun with activities, but many appear bored	The majority of children appear to be enjoying the lesson or having fun with activities, but a few students appear to be bored	All children appear to be enjoying the lesson or having fun with activities
☐ *Appear to be having fun / in good spirits / relaxed and at ease* ☐ *Appear to be captivated / stimulated / motivated by the activity* ☐ *Appear bored or fatigued*				

Section VIII. Feedback

Areas of strength to retain	Areas that need improvement

Agreed on action/Ways Forward:

_____

_____

_____

_____

_____

TeacherÕs name and signature:_____ Date:_____

SupervisorÕs name and signature:_____ Date:_____

Appendix 3: LtP Strategies and Practices Tracking Tool

LTP STRATEGY AND PRACTICES TRACKING TOOL

What is in **bold** are LtP Strategies What is in *italics* are LtP Classroom Practices	YES 👍	NO 👎	If yes, which did you see and in which lesson phase?
Teacher connects the lesson to learners' lives and experience. • *Suggested examples LtP practices: Create an activity at the start of the lesson for learners to draw out prior knowledge, use examples or stories that are familiar or within learners' experience, connect the lesson to learners' real-life experience and environment, use more open-ended questions with learners to encourage many answers.*	☐	☐	
Teacher uses different ways to teach a concept through joyful activities. • *Suggested examples LtP practices: Use every day familiar items, use images or visuals, use body movement or acting, use "I Do, We Do, You Do" as a technique that facilitates learning together.*	☐	☐	
Teacher creates opportunities for all learners to actively participate and share ideas with peers through practice, discussion, and engagement. • *Suggested examples LtP practices: Use Turn and Talk, Think-Pair-Share or Peer Review, assign small group work intentionally (sometimes same-level, sometimes mixed-level), create opportunity for movement in the learning environment, use activities where the teacher can join in the activity with the learners.*	☐	☐	
Teacher helps learners keep their minds on the lesson with positive discipline and by reinforcing positive behaviours. • *Suggested examples LtP practices: Use learners' names, build consistent and predictable routines, model inclusive behaviour and language that breaks stereotypes, celebrate the positive behaviour of learners, use examples, stories or images that empower all learners in the class, encourage positive teamwork, use a kind and respectful tone, focus on the process of learning or problem-solving.*	☐	☐	

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

☐ ☐

• Suggested examples of LtP practices: Walk and check, Show me! (Ask learners to show how they worked out their process of learning), Hold it up! (Ask learners to demonstrate their understanding by showing their answer), build scenario questions, do projects, use known games or activities for learner assessment.

Appendix 4A: Scripted Peer Learning Session on the National Teachers' Anthem

OBJECTIVES OF THE SESSION

• Understand the key messages in the teachers Anthem.
• Recognize their essential roles as teachers.
• Recognize the value of teachers in the society.
• Appreciate themselves as professional teachers.
• Develop teachers' morale in doing their work.

Time	Suggested Procedure/Activities
10 min	**Introduction** ① • Ask each teacher to write down one thing they like about teaching and or that pushes them to continue teaching amidst all odds and challenges. • Let them pair up and share with their colleagues. • Let 2 Pairs combine to form groups of 4 to continue sharing and list down what they share on a flip chart. Ask each group to display their work for others to view.
5 min	**Activity** ② Play the song for teachers to listen to and sing along the lyrics displayed on a chart or projected.
10 min	Let each group send a representative to underline the words or statements that are on their lists that also appear or are reflected in the lyrics of the Anthem.
10 min	• Ask teachers to individually write down one thing that touches them in the Anthem and why. • Call on a few teachers to share with the whole group.

20 min	• Raffle the following key statements from the lyrics written on pieces of paper for each pair to pick at random;
	    – Enkindling the pathways of the world's resource.
	    – Mirror of the world
	    – Teaching is a calling.
	    – The passion moves us on
	    – We fervently mold with Love and sacrifice.
	    – Unlocking potentials for all qualities
	    – The ultimate key to education
	    – Who touches the learners' life forever more?
	• Let the pairs explain the meaning of the statement picked and state how they would ensure this is reflected in their work.
	• Let the pairs share in the plenary.

Time	Suggested Procedure/Activities
10 min	**Conclusion** ③ • Point out that teaching is a very important profession and that they are valued for doing this great job. Therefore, they should perform to their best because they mold the young ones, and all other professions are made by them. • Ask teachers to write down in their note books at least one thing they have been rightly doing and one thing that they have not been rightly doing described as their key roles in the Anthem and what they commit to change and or do better.

THE NATIONAL TEACHERS' ANTHEM (LYRICS)

1. Almighty God raise the Teachers' zeal.
The basis on which all professions rest.
The luminous light that glow on the mantle.
Enkindling the pathways of the world's resource.

Chorus: Oh! The Teacher. The greatest.
Treasure of mankind.
Mirror of the world is a noble character.
Teaching is a calling, and the passion moves us on.
For because we are, the Nation is.

2. Our role is a multi-faceted one.
To model and guide, and adjudge, and change.
We fervently mold with love and sacrifice.
Unlocking potentials for all qualities.

3. How wonderful you are the Teacher!
The ultimate key to education.
Who touches the learners' life forever more.
Upholding the high standards of all nations.

Appendix 4C: Scripted Peer Learning Session — Making TLMs

Objectives of the session:

By the end of the session, teachers are able to;
- Identify locally available resources for making TLMS.
- Acquire knowledge and skills for making TLMs
- Appreciate making TLMs for teaching and learning as one of their key roles.
- Develop sample quality TLMS.

Session Procedure:

Time	Suggested Procedure/Activities
10 min	**Introduction** ① • Welcome participants. • Remind them of the ground rules (Please respect other's views, only one person speaks at a time, active participation, bring ideas and solutions) • Let's do a quick self-reflection; Individually note down and then turn and share with the person next to you.

Time	Suggested Procedure/Activities

Introduction ❶

10 min

Where do we get TLMS we use in our lessons?
(Expected responses; collect from the environment, buy from shops, make).
Which ones do you use most and why? (expected response; teacher made because they can be easily adapted to a variety of curriculum content)
What commonly available resources do you need to make TLMs? (expected responses; manilla, paper boxes, empty plastic bottles, straws, glue, gunny bags, polythene bags, seeds etc.)

Presentation ❷

Facilitator presents to the teachers the guidelines for making quality TLMs as;
Factors to consider when making TLMs
• Plan what you need to use in each lesson right from the scheming time.
• Consider learners age level, abilities, interest, learning styles, culture and linguistic diversity.
• Consider content you want to teach. Does the TLMs facilitate learning and developing intended skills and competences?
• Resources available for making the TLMs including time.
• Decide how many you will need depending on number of learners in the class and activities you plan to do.
• Think of where to ger resources to use to make the TLMs.
• Determine size of the material basing on the activities you will use the TLMs with. Remember they should be big enough for all learners to see and touch.
• Estimate the space /surface where the content will be to ensure it is centrally placed.
• Sketch with a pencil or draw guiding lines before drawing or writing with a marker pen.
• Use same type of writing style, spacing and letter size.
• Create or create boundaries around your material to show completeness.
• Laminate to make it durable so that it can be used over time.
• Ensure the TLMs are safe for learners to use.
• Follow the mnemonic 'ABCDS' to make good TLMs
        A – accurate, attractive
        B – bold, big enough, bright
        C – clear, colourful
        D – durable, dependable
        S – safe, simple

Characteristics of good TLMs
• Should be suitable for the teaching objective and class level.
• Simplifies the learning process and is easy to use.
• Should be of appropriate size.
• Clarity to ensure the idea you present does not confuse.
• Should have one idea and have a title.
• Attractive to capture and maintain interest.
• Accessible to learners
• Should be clear and legible for easy reading .
• Engaging and interactive.
• Versatile and Open ended.

Show a sample of a good TLMs.

Aa
Apple

Time	Suggested Procedure/Activities	
10 min	### Group Activity • Ask subject groups to select one of the suggested TLMs for teaching different content from the list that they came up with previously. • Let them make a TLM following the guidelines as facilitator moves around to guide. • Groups exhibit their materials for viewing and critiquing.	3
10 min	### Discussion Facilitator uses the developed materials and comments to generate a discussion. • Which was the best developed material? And Why? • What could be done to make the developed materials better?	4
10 min	### Conclusion/Reflection • Facilitator points out that TLMs are an important component of teaching and learning that not only motivate learners to learn but also facilitate learning and foster remembering. As good teachers therefore we should make effort to make and use TLMS in every lesson we teach. the key roles of a teacher is to plan and deliver lessons effectively • Ask teachers to write down in their note books at least one thing they have learned from the session that they commit to try out to improve on how they make TLMs.	5

Appendix 4D: Scripted Peer Learning Circle (PLC) Session — Teacher Wellbeing

1-hour agenda focused on Self-Care Strategies for Teachers (supporting emotional self-regulation and group problem-solving)

Materials Needed:
Teacher Workbook for reference, A4 paper/notebook and pen.
Instructions: Peer Learning Facilitator/Leader, please use this PLC planning and delivery guide to prepare the discussion on the topic of the day.

Time	Welcome and Check-in	
15 min	### Group Activity • Welcome participants and remind people of the ground rules (Please respect other's views, only one person speaks at a time, active participation, bring ideas and solutions) • Before we get started with the topic of the day, I want us to quickly review any actions from the previous meeting. • Check in question of the day— Let's do a quick self-reflection: How often this week have I been stressed enough that I have either lost my temper, forgotten something important or given up on something I was supposed to do? Options: A: Rarely or not at all; B: two to three times; C: at least once most days; D: every day multiple times. • Now, please find a partner, take 5 minutes together and identify what are two or three ways that you know you might have let your own self-care drop in the last month. • Let's build a mind map: What have I done lately to relieve stress and focus on my own self-care, to ensure I remain an effective teacher? [Facilitator Note: Try to draw and organize the sharing of participants in a structure such as the example below. The goal is not to identify right or wrong ideas, but to capture the many coping skills that the participants have. If they are struggling to remember, guide them to review the Teacher Self-Care Reflection Tool which is on pages 37-38 in their Teacher Workbook.]	1

| Time	Welcome and Check-in

1

• Thank you for sharing. It is very common for teachers to experience a level of stress that starts to affect our behaviors and choices during the school term. Our topic today is going to look at the idea of self-care for teachers, especially when we are having frustrations that affect our work and behaviors.

2

Individual Activity

• Let's think about a typical day in your lives when school is in session, and you have all the pressures of a school day.
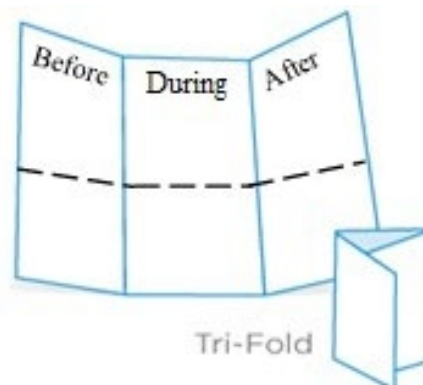
First, please take your paper and fold it in thirds. The first third is before school, the second is during the school day, and the third section is after school. The left side of the paper is the time you get up in the morning, and the right side of the paper is the time you go to sleep at night. Draw a horizontal line through the center of the paper so that your paper is divided into 6 squares (3 on top, 3 on the bottom).
• Next, think about a typical day when school is in session. In the top box, write all of the activities you do for others (think about both work and home). In the bottom box, write all of the activities that you do for your own self-care during each time of day. Note—make sure to include the time you wake up and go to sleep. If you do something different on a certain day of the week, note it (e.g., football on Wednesdays) as well.

15 min

15 min

Time	Welcome and Check-in

Reflection in plenary

• Please look at your timeline, notice how much time you dedicate to yourself and your own wellbeing and self-care per day. What are your conclusions about this? How are you looking after yourself these days?

15 min

[Facilitators note: Participants will likely notice that they spend little to no time taking care of themselves, more so if their typical days are demanding and stressful. Assure them that this is common. It is common in our culture and common in the world to fill our days with tasks related to work, family, community, religion, and other important things.]

• What is one self-care strategy that you'd like to add into your week? It can be helpful to look at the strategies you identified in your self-care plan in your Teacher Workbook (pages 37-38 in Session 3) Listen to what your colleagues are planning to do to see if it sparks anything that you might be willing to or able to do as well.

• Take a moment to write it down—we know that writing down a goal increases the likelihood we will follow through. If you'd like, also find a partner who you can check in with on a weekly basis to simple ask: How are you taking care of yourself this week? Having an accountability partner increases the likelihood that we will try to prioritize ourselves.

Sample Teacher Time Study

Before School Activities	During School Activities	After School Activities
• Wake up 5:30 am • Shower • Get children ready for school • Prepare morning tea • Take the children to their classes • Walk to school • Prepare my classroom and lesson materials for the day	• Attendance • 6 hours of lessons • Behavior management • Grading/marking books • Meeting with the head teacher • Discussion with parents/caregivers	• Walk home from school • Pick up the children • Prepare evening meal • Wash clothes • Discuss the day with my partner • Put the children to bed • Make lesson plans for tomorrow • Go to bed at 10:30 pm
Self-Care Activities	**Self-Care Activities**	**Self-Care Activities**
• I sometimes walk to school with a fellow teacher discussing about our classes. • I have a second cup of tea on the weekends in the morning.	• I try to eat lunch and take a coffee every day. • Sometimes I sit with a colleague to chat.	• If I am stressed or overtired, I can go to bed by 9:30pm. • On Tuesday evenings I can go to visit my brother's family.

Step 3: Facilitator Wrap up (10 min)

• Teacher's wellbeing is commonly seen as a steppingstone for supporting learner wellbeing. While learner outcomes are important, teacher's wellbeing affects more than just how we support our learners to develop their social and emotional skills.

• Remember in the LtP foundational training when we played the Balloon Game, and we discussed how sometimes the balloons just keep coming and sometimes we have to let one fall? As teachers, we often let our own wellbeing fall down which affects how we prepare for our lessons, our motivation to work, how we interact with our colleagues and learners, the level of patience we have, how creative we are, among other things.

• Our self-care and coping often drops off or falls down at times where we are experiencing a lack of control, overload of work, sense that things are unfair, or when there are challenges in the community (school community or family/social community). When this is a pattern, we begin to experience a sense of being taken for granted or undervalued, sense of resentment and even a breakdown

of communication or feeling that our values are not aligned. This leads to us feeling unmotivated, detached from our work and colleagues, losing hope and neglecting ourselves (physically, emotionally, socially, spiritually or professionally).
• There does not need to be a critical incident or specific problem that leads us to experience this, it can result from feeling out of balance between our personal and professional lives. Your life matters and therefore you need to find ways of taking good care of yourself before caring for others.
• Our LtP practice is affected significantly by our own wellbeing. Please make sure that you take care of yourself as a way of preparing for LtP activities in the classroom!

Step 4: Reflection and Closing (5 minutes)

• Thank participants for sharing.
• Give a short summary on what was covered in the session, and emphasize any commitments made.
• Indicate who the next facilitator/presenter is and the date, time, and topic for the next session.

Appendix 5: Scenarios for practicing use of classroom observation tool and feedback conferencing

Activity: Practice Using the Classroom Observation Tool

Instructions: Fill out your Classroom Observation Tool based on either Case Study #1, #2 or #3. Give evidence for why you are ranking the teacher in this way. Then, as a group prepare one person to lead the Post-Observation Discussion with the teacher following the discussion guide below.

Case study P.3 Science – Classroom Observation #1 (by CPD Committee Member)

Mrs. Panda teaches Science in P.3 class at Wanda Primary School, which is in your catchment area. The class has 80 children, evenly divided between boys and girls. There is one learner with a hearing impairment who sits at the front of the class next to the Teacher's Desk and one learner on crutches who sits at the end of a row. Before the lesson, Mrs. Panda hands you a copy of her lesson plan, which is not complete. It lists the topic of the human skeleton and only has the Teacher's Activities filled in. She has materials to make dioramas on her desk, but there are not enough materials for all the learners. You do not have time for a pre-observation discussion as class begins in 5 minutes.

During the lesson you observe, Mrs. Panda introduced the lesson with a song: "God so thought of creating a man and did all his works. He joined up all the bones. All were works of God." The learners sang as they made the action of touching each bone mentioned on their own bodies. Next, she displayed a chart with a drawing of a human skeleton where all learners were able to view. She pointed to each bone and had the learners repeat as a class. Then, she asked boys to stand up and count 1 – 4, then the girls while seated also counted 1-4. The class was divided in four groups by the number 1s, 2s, 3s and 4s coming together with approximately 20 learners in each group. Ten cards with the names of different bones that make up the skeleton were issued to the four groups. Mrs. Panda sang the song slowly naming the bones while touching them. Groups picked a card with the bone mentioned in the song to run and stick to the diagram. The group that correctly labelled the bone first earned 2 marks. You noticed that only the boys were the ones running to stick the card to the diagram and the learner who has a hearing impairment and the one with crutches did not participate at all. The group with the highest total marks received a dance from the rest of the class. Mrs. Panda then named the bones that make up the skeleton using the labelled diagram.

Still in their groups, learners were given paper boxes, cutters, and strings to make a diorama of a human skeleton. You noticed that it took a long time to hand out the materials and that it felt disorganized learners were unfocused and the materials were not divided evenly between the groups. The groups crowded around the materials, and Mrs. Panda moved from group to group answering questions. You noticed that when she was busy with one group, the group in the back corner was often off topic and lost focus. After the time to create, the groups exhibited their work for others to view as they commented. During the exhibition, a group of three children got in a small fight, pushing each other out of the way. Mrs. Panda shouted at them and then assigned the class to return to their seats without finishing the exhibition. Finally, learners drew and labelled the human skeleton individually in their books.

Discussion Guide Post-Observation

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

Case study P6 Mathematics –
Classroom Observation #2 (by CPD Committee Member)

Mr. Guma teaches Mathematics in P.6 class at Wanda Primary School, where you are a member of the school based CPD Committee. The class has 93 children, 40 girls and 53 boys. There is one learner with a visual impairment who cannot clearly see the chalkboard but can see things that are close. She sits at the front of the class next to the Teacher's Desk. Before the lesson, Mr. Guma shows a very detailed lesson plan with teacher and learner activities indicated and clear learning objectives outlined. He has assigned the #1 student in the class to support the child who is visually impaired and indicates that in his notes. There are no teaching and learning materials besides a classroom chart listed, which you ask about and he tells you there was no time to create them for a class this big.

In the lesson you observed, the topic was about bisecting angles. He made a quick review of the previous lesson by asking learners to define an angle and used a chart displayed in class to name the different types of angles. He called three learners to the front of the class to show with their bodies what an obtuse, acute, and right angle looks like. One of the children was supposed to show an obtuse angle but instead showed an acute angle. The class laughed but Mr. Guma ignored them and asked the learner to try again, saying "Try to remember, are obtuse angles more than 90 degrees or less than 90 degrees?" The learner replied, "More, sir." Mr. Guma then prompted, "So what should your arms look like?" The learner then displayed an obtuse angle correctly. Then he asked them to sit back down.
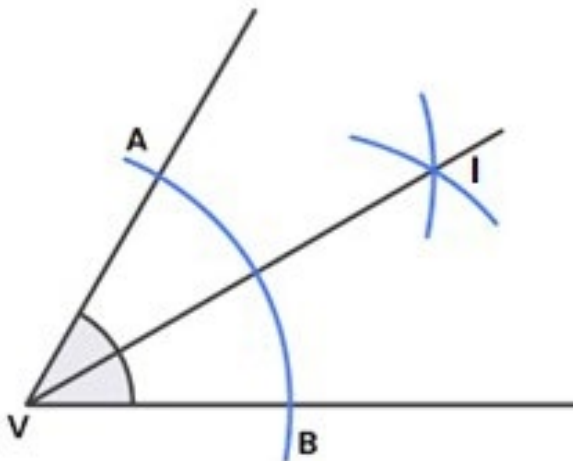
He told the class that the new lesson was about bisecting angles and that they should pay attention as he illustrates how to do that. He illustrated how to bisect 2 different angles on the chalkboard as learners observed: Once you have drawn an angle, put the pointed part of the pair of compasses at the apex of the angle, V. Then make an arc that crosses each arm of the angle without changing the distance. Place the pointed part of the compass at the where the arc meets each of the angle arms (points A and B). Then make arcs in front of the angle where it opens wide. Now draw a line from the apex V, to where the two arcs intersect—point I.

He then called two boys to bisect drawn angles on the chalkboard while the rest of the class looked on. Mr. Guma praised them for being smart boys who listen well. You notice that several learners do not appear to understand and would benefit from extended practice, but you do not want to interrupt the class, so you keep quiet.

Learners were then asked to draw and bisect an acute-, obtuse- and right-angled triangle in their exercise books and then find their partner to compare their answers. The class was quiet and orderly during this time, it is clear that class partner work is a common task. While they were working, Mr. Guma brought a slate and chalk to the child with a vision impairment and demonstrated how to bisect each angle by first having the learner watch, and then having the learner try herself.

Discussion Guide Post-Observation

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

Case study Pre-primary –
Classroom Observation #3 (by CPD Committee Member)

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

Mr. Kakande teaches Middle Class at Banda ECD Center, where you are a member of the school based CPD Committee. The class has 97 children, 44 girls and 53 boys. There is one learner in a wheelchair and another learner who has no right arm because of a past injury. Before the lesson, Mr. Kakande shows his outline of the Daily Routine, and you focus on the Developing Mathematical Concepts session. The learner competencies he is focused on are drawn from the Early Learning Framework and there are several teaching and learning materials listed including picture cards, puppets, and use of Lego Bricks.

In the lesson you observed, the topic was about Counting numbers 6-10. He made a quick review of the previous lesson by asking learners to sing the song "I can count numbers 1-10 teacher" which the children sang while dancing in a circle. You noticed that the child in the wheelchair was left out of the circle but was still singing and clapping. Mr. Kakande appreciated the class for singing the song nicely.

He told the class that the new lesson was about counting numbers 6 to 10 and asked the learners to count with him the different colored circles he had drawn on the chalkboard. The learners counted together in chorus.

Six (6)	Seven (70)	Eight (8)	Nine (9)	Ten (10)

Then Mr. Kakande asked the learners to get into groups of 10 children on each mat. The class is very chaotic as they group themselves and Mr. Kakande has to physically help group many of the learners into 10. One learner is stepped on and starts crying, so Mr. Kakande asks that learner to choose two friends, a boy, and a girl, and the three of them will pass out ten sets of Six Bricks to each group. Every group is meant to break their stack of Six Bricks up into a pile in the

middle of the group. The children pass out the materials and all of the group members want to touch right away, so there is more disruption and noise when two children start fighting. Mr. Kakande brings the two children who were fighting to the front of the class and asks them what happened. He told them that fighting is bad requested them to be good friends. They both accept, eager to get back to the group activity. Mr. kakande then asks all learners to stand up and clap once, clap twice. When all learners were attentive, he instructed each group to count the six bricks and make piles of different colours as follows; 6 red bricks, 8 yellow bricks, 10 green bricks, 7 0range bricks and 9 blue bricks. He pauses after mentioning a number to wait for the learners to count and make their pile before he says another number.

The teacher pulls out a paper box that has been decorated to look like a crocodile with an opening at either end. Mr. Kakande puts his arm through the opening at the back of the box with his hand being the "mouth" of the crocodile at the front. He says to the class: "I am a HUNGRY HUNGRY CROCODILE! I need you to feed me fish, so I don't eat YOU!" The children laugh loudly. He asks children one by one to feed him fish (bricks) [e.g., Rahim please feed me seven fish; Marjorie, please feed me nine fish; Kevin please feed me six RED fish; Brian please feed me eight green fish, etc.] The activity continues for about 10 minutes where children need to listen for their name, how many and what color bricks to feed to the Hungry Crocodile. When the turn for the little girl who is missing an arm comes, she feeds ten yellow bricks to the crocodile, but children begin laughing and saying that the crocodile ate her arm, which makes her cry. Mr. Kakande promises her a sweet if she stops crying and tells the children not to be bad children. He abandons the Hungry Crocodile game, leaving the materials out on the mats and tells children to stand up. Then he demonstrated writing the numbers in the air using this finger. Number 6, Number 7. For Number 8 use your nose. For Number 9 use your elbow. For Number 10 use your chin! He thanks them for the lesson, and they move on to free play.

Discussion Guide Post-Observation

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

Appendix 6: Case studies for practicing writing Peer Learning sessions

Case Study 1

The Ministry of Education and Sports is rolling out an intervention on a learner engagement methodology called Learning through Play that follows 5 specific instructional strategies.

1. Teacher connects the lesson to learners' lives and experiences.
2. Teacher creates opportunities for learners to actively participate and share ideas with peers through practice, discussion, and engagement.
3. Teacher uses different ways to teach a concept through joyful activities.
4. Teacher helps learners keep their minds on the lesson with positive discipline and by reinforcing positive behaviors.
5. Teacher provides opportunities for learners to demonstrate their learning of the lesson objective.

All teachers in the district were trained for 5 days at the Core PTC. Most teachers at Vumba P.S. are struggling to apply the methodology in their classroom practically, except Ms. Kala who had just been transferred from a district where the intervention was piloted.
Task: Develop a script with Ms. Kala to help fellow teachers understand the 5 LtP instructional strategies and what it might look like in practice. You may use the Teacher Workbook as a reference if it is helpful.

Case Study 2

The Headteacher of Barabara P.S. during his routine support supervision found out that most of the teachers teaching upper primary classes were struggling to plan LtP lessons. However, he noticed that Mr. Poly, the P.5 Social Studies teacher always makes an effort to reflect playful experiences based on the lesson objectives in his plans. He requested Mr. Poly to prepare to conduct a peer learning session to guide the rest of the upper primary teachers understand how to intentionally plan LtP lessons.

Task: Develop a script with Mr. Poly on intentional planning of LtP lessons. You may use the Teacher Workbook as a reference if it is helpful.

Case Study 3

Kuvuki P.S. has 21 teachers, all of whom were trained on LtP before the start of the school year. Recently the school was visited by the District Inspector of Schools. She noted that the teachers had understood LtP strategies and practices and were delivering their lesson using LtP methodology. However, what was noted was that the teachers were not taking into consideration gender and inclusion concerns as they planned and delivered their LtP lessons. She then requested the Headteacher to organize and remind the teachers of ways to incorporate gender and inclusion awareness into LtP lessons.

Task: Develop a script as the school-based CPD Committee to discuss the Gender and Inclusion Checklist from the Teacher Workbook.

Case Study 4

Bright Minds ECD Center is attached to Bright Minds Primary School. The Lead Caregiver is a member of the school-based CPD Committee and has been conducting regular classroom observations of the 6 caregivers in 2 streams for each: Baby, Middle and Top class. What she has noticed is that while all three levels are using teaching and learning materials, there is a challenge with the teachers to make quality TLMs that are used as manipulatives that the children can interact with. Most of the materials are charts, pictures and letter or number cards that the caregivers use for demonstration. The Lead Caregiver reaches out to you as a fellow School-based CPD Committee member and asks if you can jointly develop a peer learning session for the ECD Caregivers with the Top Class lead teacher Mr. Pombe, on creating teaching and learning materials that the children interact with.

Task: Develop a script with the Top Class Lead Teacher Mr. Pombe for the 6 ECD Caregivers on creation of teaching and learning materials for children's exploration and use. You may use the Teacher Workbook as a reference if it is helpful.

Appendix 7: Peer Learning session Planning and Documentation Tool

Instructions

The following document guide serves as TLC planning and record keeping form. Please use it to have the peer coach and team leader jointly plan for and deliver TLC activities at your school. 1 Please assign one member of the TLC to fill this template as the discussion takes place. If you need more space for notes, you may use the back of the form.

- School Name: _____
- Date of TLC Meeting: _____
- Team Leader for the TLC: _____
- Participants (#M, #F): _____
- LtP-Focused TLC Discussion Topic: _____

Introduction

- Welcome and check-in question/activity/wellbeing moment.

- *(If applicable)* Review actions and experiences from previous TLC meeting.

Main Activity

- Discuss participants' prior knowledge and practical experience about the LtP-focused discussion topic.

- Identify 2 challenges or concerns about the LtP-focused discussion topic.

- Identify possible solutions to the challenges raised *(try to focus on solutions within the teachers' control where possible).*

Closing and Actions

- Get commitments on the actions to be taken in relation to the discussion topic and challenges.

- Choose a team leader and discussion topic for next TLC[2].
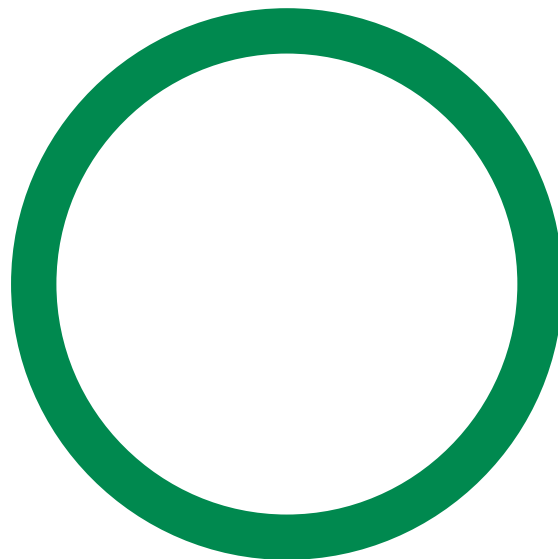
- Question and Answer.

- Closing Ritual/wellbeing moment.

After the TLC

- Revise and file the report.
  Set a meeting with the next team leader.
  Other?

Appendix 8: Sample LtP integrated lessons

Appendix 8A: Sample daily lesson planning Pre- primary drawn from the weekly planning matrix.

Date	Class	Age	Day	Number of Pupils		Number of SNE Pupils		Total
				Boys	Girls	Boys	Girls	
18/8/2023	Top	5-6 yrs	Friday	25	33	1	1	60

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References
Morning Circle	LA3/LO-vi LA3/LO-viii LA3/LO-xi	I can protect and care for my mouth. I can tell my name, age, and birthday. I can keep myself clean.	- Singing a greeting song (Good morning, this is a lovely day) - Saying prayer through a song. - (God has created a new day) - Singing a song on Personal hygiene with actions (This is the way, I wash my face…) - Ask learners to turn and talk to their friends about how they take care of their mouths. - Call on a few pairs to share with the whole class on how they take care of their mouths. - Teacher emphasizes on why we need to care for our mouths and how to do that. - Singing a song "Kulumbani "while saying their names and ages. - While in a circle, pick on learners to say out their ages then call on a friend to come and pick the numeral for the age number said and hold it up for all to see. - Ask learners to jump the number of the age said. - Let learners match to class according to the drumbeat.	Big Numeral cards Drum	Care Appreciation Love Friendship formation	The learning Framework for Early Childhood Development Pages 31, 33 and 37
Developing Mathematics Concepts	LA4/LO-i LA4/LO-iii	I can classify things. I can recognize numerals 1– 20. I can add up to 10. I can perform activities involving take away.	**Introduction:** -Let learners Sing the song *"Ten little pigeons"* with actions. **Group activities:** -Teacher divides the class into 5 - 10 groups depending on the number of learners in the class. **(NB: In case there are more than 5 groups, two groups can do same activity.)** -Issues out materials and instructs learners what they will be doing in their groups by reminding them about the norms of working in groups.	Number cards Objects like leaves, flowers, straws, wooden chips, different types of seeds, beads etc.	Cooperation Critical thinking Decision making Care for materials	The learning Framework for Early Childhood Development Pages 42 & 45- 46

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References
			Learners in their groups do the following activities. 1. Sorting number numerals. 2. Forming sets of objects. 3. Joining sets of objects and counting them. 4. Matching number numerals to sets of objects. 5. Partitioning sets. While learners do group activities, the teacher moves around to check on what learners are doing to guide and provide support where necessary. **Conclusion/plenary:** -Teacher signals the stop of group activity and asks group 5 to share what they did to the whole class. -The group and all learners are appreciated with a clap and song. -Teacher guides learners on how to get back the materials and tidy up while singing a song. *(Our materials, pick them up and keep them well...).*			
Oral Literacy	LA2/LO–vi LA5/LO-ii	I can draw pictures. I can use my language confidently.	**Introduction:** - Let learners Recite a known rhyme about dangerous things in our environment. **Lesson Procedure:** - Teacher uses a model TV or picture cards to model telling the news story about guarding against dangerous things in the environment. - Ask oral questions about the news story to check whether the learners were following the news. - Ask learners to draw their news story. -Teachers moves around asking learners what news they are drawing. - Let learners turn and share their news stories to each other. Teacher moves around listening to the learners sharing their news stories to each other. - Call on a few learners to share their news to the whole class. **Conclusion:** - Ask questions about the news stories shared to assess learning. - Pick on a few learners to say what they will do to guard against dangerous things in the environment. - Thank all the learners and let the group leaders collect the pictures and bring to the front of the class for displaying while the rest recite the rhyme.re stored.	The model TV Picture cards Paper Pencils Crayons	Appreciation Articulation Effective communication (Logical sequencing of ideas)	The learning Framework for Early Childhood Development Pages 25 & 56

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References

Developing Language Skills	LA2/LO–vi
	
	LA5/LO–i
	
	LA5/LO–iv
		I can make patterns.
		
		I can paste things.
		I can differentiate between sounds made.
		
		I can write letters and words.
			Introduction:
			- Teacher displays different things that make sound for learners to see. (a metallic tumbler and spoon, a plastic bottle with seeds, a tin with sand, rubber drum)
			- The items are then covered with a piece of cloth and sounded for learners to guess which item makes that sound.
			- Issues out letter cards to each group.
			- Teacher then sounds letters and learners hold up the letter being sounded. The first group to show the correct letter gets 1 mark.
			
			Group activities:
			- Teacher divides the class into 5 - 10 groups depending on the number of learners in the class. (NB: In case there are more than 5 groups, two groups can do same activity.)
			-Issues out materials and instructs learners what they will be doing in their groups by reminding them about the norms of working in groups.
			Learners in their groups do the activities:
			   1. Matching the initial letter sound to the pictures.
			   2. Tracing over letters.
			   3. Pasting different media (e.g. strings, banana fibres, paper, leaves, grass, straws) to form letters.
			   4. Pattern writing and coloring.
			   5. Forming 3 lettered words and writing them.
			
			Conclusion/Plenary:
			- Teacher selects group 5 to share what they did to the whole class.
			- Thank the group that shared and all other groups with a song as the leaders take the materials to the front/where they are stored.
				Picture cards
				
				Letter cards
				
				Paper
				
				Pencils
				
				Crayons
				
				Cutters
				
				Glue
				
				Letter stencils
					Confidence Decision making.
					
					Cooperation
					
					Fluency.
					
					Creative thinking
					
					Appreciation
						The learning Framework for Early Childhood Development
						
						Pages 25,55 & 59

Appendix 8B: Sample lesson plan for P.1 Literacy with six bricks integrated.

Date	Class	Time	Day	Number of Leaners	Learning Area
31/8/2023	P.2	9-9:30am	Friday	**65**	**Literacy 1**

Theme: Our Environment

Sub-theme: Common animals in our environment

Content: Domestic animals and their young ones.
Cow – calf, Goat – kid, Dog – puppy, Cat – kitten, Pig – piglet, Sheep – lamb

Competences: The learner,
- Identifies domestic animals and their young ones from a chart.
- Names the young of domestic animals.
- Reads the thematic words correctly.

Methods: Brainstorming, group work, I do, we do, you do

Indicators of life skills and values: Care, appreciation, love, cooperation

Teaching/Learning materials: A chart showing domestic animals with their young ones, word flash cards, picture cards, Six bricks, paper, manilla cards, glue.

Reference: Thematic Curriculum

Lesson Procedure.

Step	Time	Teacher's Activity	Learner's Activity
1	5 min	- Guides learners to sing a known song; "Old Kakande had a farm". - Puts learners in 5 groups and asks each learner to draw a picture of a domestic animal they know of which they would paste on a chart to form a group mind map. - Tells the group that finishes to raise up their chart and shout; "Bingo"	- Sings the song while putting actions depicting the movement of the mentioned animals. - Draws a picture of a domestic animal.' - Works with the other group members to form a mind map showing domestic animals. - Shares their chart to the whole class

Step	Time	Teacher's Activity	Learner's Activity
2	10 min	- Displays a chart showing domestic animals and their young ones. - Guides learners to identify and name the domestic animals on the chart. - Let them hold up the different six bricks to represent the animals that also appear on their mind map as they name them as; • Cow – red • Goat – green • Pig – yellow • Sheep – Orange • Dog – dark blue • Cat – Light blue - Let learners identify the young of the domestic animals from the chart. - Tells the learners the names of the young of the domestic animals. - Flashes the cards with names of the domestic animals and their young ones for learners to read.	- Identifies and names domestic animals and their young ones from a chart. - Holds up the six bricks for identified animals from the chart that also appear on the mind map. - Names the domestic animals and their young ones. - Reads names of animals and their young ones.
3	10 min	- Forms 6 groups by assigning each group a different colour of the Six bricks. - Issues out picture and word cards to the groups. - Asks learners in their groups to match the pictures of animals to their young ones and the animal names to the pictures. -Moves around to check on the group work while giving support where necessary. - Asks learners to play a game where by s/he flashes a word card and asks each group to select a member to read the word and then picks a similar word to run and match to the correct animal on the chart. - The group that raises their brick colour first performs the tasks and earns 1 mark for reading the word correctly and 1 mark for correctly matching the word to the picture. - Celebrates and rewards the	- Work in groups to match pictures of animals to their young ones and with their names on flash cards. - Reads the names of animals on flash cards to each other. - Matches words to the correct pictures. - Works as a group to compete in the game. -Celebrates the teamwork.

Step	Time	Teacher's Activity	Learner's Activity
3	10 min	groups and individual learners for the correct responses.	
4	5 min	- Shows a picture of domestic animals and asks learners orally to name their young ones. -Flashes names of animals and the young ones for learners to read randomly. - Asks learners to fill in the mind map individually in their books.	- Names the young of domestic animals shown. - Reads names of the domestic animals and those of the young of the animals. - Fills in the missing animals or young ones in the mind map.
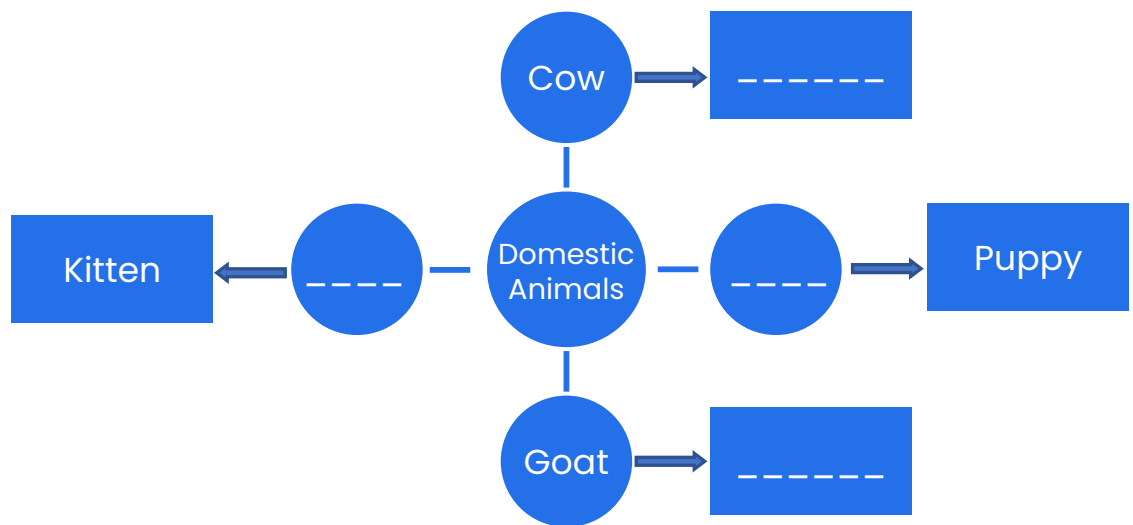
```
        Cow  ──→  ──────

Kitten ←── ____   Domestic   ____ ──→ Puppy
                   Animals

        Goat ──→  ──────
```

Lesson Evaluation:

- What went on well:

- Areas that need to improve:t

- What I will do to make it better:

Appendix 8C: Sample Science Lesson plan for P.6

Date	Class	Time	Day	Number of Leaners	Learning Area
31/8/2023	P.6	8:30–9am	Monday	**75**	**Science**

Theme: Environment (Resources in the environment)

Sub-topic: Living Things as resources

Competences: Learner.
> **Identifies living things from the environment.**
> **States the uses of Living things as resources to man.**

Methods: group work, Think pair and share, field visit, guided discussion, brainstorming

TLMS: real objects, six bricks, chart, picture cards

Life skills and values indicators: Sharing, appreciation, effective communication, problem solving.

References: Fountain integrated science Pupils book 6 Pg. 12 and Teacher's book pg. 8

Step	Time	Teacher's Activity	Learner's Activity
1	5 min	- Guides learners to move outside the class to identify living things. - Asks learners also to identify other living things which are not animals and plants.	Moves outside the classroom and looks around to identify living things.
2	15 min	- Guides learners to brainstorm on the different living things they observed in the environment under plants and animals and state their uses. - Asks them to mention any other living things they observed that are not plants or animals and state their uses too. - Puts up a chart of living things and ask them to compare with what they observed to mention others they didn't see outside.	Brainstorms on the living things observed outside the classroom e.g. Animals; cows, goats, dogs' hens etc. Plants; crops, grass, trees Others e.g., fungi. States the uses of the plants and animals.

Step	Time	Teacher's Activity	Learner's Activity
3	15 min	-Divides the class evenly into 6 groups and assigns each group a colour of the six bricks. Puts cards on which different animals and plants are written upside down. (Green cards for plants and pink cards for animals}. Calls on each group to send two representatives; a boy and a girl to come forward and pick a green card and a pink card randomly. Asks groups to discuss the importance of the specific animal and plant selected to man. E.g. if a group (cows and rabbits, trees, and grass to man) -Asks the groups to take turns to share what they discussed in the plenary as they build up towers using the six bricks; orange for each correct use of animals mentioned as a resource to man. green for each correct use of plants mentioned as a resource to man. -Guide learners to compare the two towers to find which is taller and give reasons why.	Discuss the importance of the specific living things in their groups. Groups share what they discussed in the plenary. Agree on the correctness of responses shared by each group for the group to add a brick onto the tower. Build towers to show the different uses of animals and plants as resources to man using the six bricks. Compares between plants and animals which ones are more used as resources basing on the built towers
4	5 min	-Within their groups, tell learners that they will do a quick quiz by answering some questions. Tells them that s/he will ask a question, then the group that raises their brick colour first answers the question. If correctly answered, they get 2 marks. If wrongly answered another group that raises the brick up first will be given chance to answer: A group with more scores would win. Mention any other product we get from cows apart from beef and milk. How are birds feathers important to man? Which fungus is consumed as food? What other products do we get	Answers the quiz questions in a competitive manner. Works collaboratively as a team Celebrates their group work. Designs a mind map with two branches showing uses of different examples of living things (animals and plants) in their books.

Step	Time	Teacher's Activity	Learner's Activity
4	5 min	from rabbit besides eating them as food? What products besides food do we get from plants? Mention any one plant that gives us food. Mention any one plant we use as medicine? Which animal gives a product from which we make blankets? Ask learners individually to design a mind map of two branches showing examples of living things(animals and plants) and their uses in their note books as an assignment.	

Lesson Evaluation:

- What went on well:

- Areas that need to improve:t

- What I will do to make it better:

[1]**Resource:**
There is a podcast called "My Bad" where educators share candid stories about mistakes they've made during their careers in education.
 The powerful and courageous accounts serve as a reminder that we are not alone in our challenges.
While the episodes may not specifically address the Ugandan context, they touch on universal experiences that resonate with teachers everywhere.
 Each episode is brief, lasting between 10-15 minutes, making them easy to fit into your day.
If you're interested in listening to "My Bad," is available for free online at:
https://www.bamradionetwork.com/genre/my-bad/

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.

English:

Living things:

Bird and insect

crow

ant

Wasp

Wasp

What does
everyday?

She | prenche
can |

PlayMatters Regional Office

Plot 8, Lower Naguru East Road, Kampala, Uganda
+256 (0) 394 822 224
+256 (0) 200 900 697

www.playmatters.org
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