

Resource Day 1 Session 1.1 (Mentor Standards)

Introduction

The *Mentor Professional Standards* were developed by the Rwanda Education Board-REB. Their aim is to provide Mentors - and those who support their work- with a commonly-shared vision of the values, attitudes, skills, knowledge, and practices of effective mentors. The development of the Standards has been informed by the draft National Teacher Professional Standards¹, by research into effective mentoring, and by the lessons learned from Rwanda's prior experiences with mentoring programs.

The Professional Standards represent an ideal towards which all mentors should strive. Care has been taken to describe the associated values, attitudes, skills, knowledge and practices as observable behaviors and actions. This has been done for three reasons: 1) to help Mentors clearly understand what is expected of them on a day-to-day basis; 2) to provide those charged with developing and/or delivering trainings for Mentors clear foci for their programs, and 3) to provide REB with transparent, objective criteria against which to assess the extent to which mentors are progressing towards the ideal described in the standards.

The Standards are organized into three sections:

- A. *Professional Practice*: This section describes what the professional practices that mentors are expected to demonstrate when teaching young learners (model lessons) or facilitating learning experiences for teachers and other adults, as well as the practices they are to help teachers integrate into their daily instruction. The practices are grouped by primary areas of activity: I) *implementing a continuous development program for teachers*; II) *planning and time management* III) *collecting information and giving feedback on classroom teaching*, IV) *modeling reflective practice*, V) *encouraging the adoption of positive and effective classroom management strategies*, VII) *encourage the creation and use of learning materials to enhance student learning*, VIII) *directing and initiating one's own professional development as a mentor and teacher* and IX) *using one's English language proficiency to support the development of teachers' English language skills*.
- B *Professional Knowledge and Understanding*: This section describes knowledge and understandings the School-based Mentor needs to possess in order to implement the practices described in A above, and demonstrate the attitudes, values and behaviors described in C below. These include: I) *an understanding of the curriculum and the Rwandan Education system*, II) *knowledge and understanding of English language*, and III) *an understanding of different teaching/learning methodologies and associated instructional strategies*.
- C *Professional values, attitudes and behaviors*: This section describes: I) *the attitudes and dispositions* the SBM must adopt and exhibit in order to be effective mentors, II) *the professional ethics* to which they must adhere in their interactions with teachers and

¹ The National Teacher Professional Standards are in the process of being validated by REB.

other educational stakeholders, and III) *the types of relationships* they need to establish with *mentees* and IV) with *school administrators and other stakeholders*.

MENTOR PROFESSIONAL STANDARDS

A) PROFESSIONAL PRACTICE

1. Implementing continuous professional development programs for teachers
2. Planning and time management
3. Collecting information and giving feedback on classroom teaching
4. Modeling reflective practice
5. Encouraging the adoption of positive and effective classroom management strategies
6. Encouraging the adoption of student-centered learning activities
7. Encouraging the creation and use of learning materials to enhance student learning
8. Directing and initiating one's own professional development as a mentor and teacher
9. Using one's English language proficiency to support the development of teachers' English language skills

B) PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

10. Understanding the curriculum and the Rwandan Education system
11. Knowledge and understanding of English language
12. Knowledge and understanding of teaching/learning practices described in 5, 6 and 7 above

C) PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

13. Exhibiting the attitudes and dispositions of effective mentors
14. Adhering to professional ethics and the teacher code of conduct
15. Establishing healthy, professional relationships with teacher mentees
16. Establishing professional working relationships with school administrators and other stakeholders

Resource Day 1 Session 2.1 (Mentor Service Contract/Job Description)

Resource Day 1 Session 2.2 (Self Assessment)

Mentor Professional Competency Confidence Self-Assessment

Name of Mentor _____ District _____ Date: _____

Using the table below rate your confidence on a scale of 1-5 relating to the SBM Professional Standard described.

(1=No idea, 2= Some idea but unsure, 3= Ready but need practise, 4 =Ready to go and could support someone else in this)

| 1.0 Provide teachers with a continuous professional development program to improve their English language skills and their teaching practices | 1 No idea | 2 Some idea but unsure | 3 Ready but need practice | 4 Ready to go and could support others |
|--|--------------------------|---|--|---|
| 1.1 I can identify where individual teachers are on the English language continuum , group teachers by language level and need, and identify their needs | | | | |
| 1.2 I can identify the needs and priorities of individual teachers and groups of teachers with respect to instructional practices in 6.0 below | | | | |
| 1.3 I can assist teachers in identifying short and medium term English language and instructional practices | | | | |
| 1.4 I can develop and implement annual & term plans with measurable outcomes for each assigned school that will result in achievement of these targets/ objectives | | | | |
| 1.5 I can connect with educational stakeholders to identify services and resources available for his/her schools | | | | |
| 1.6 I can identify and communicate to teachers information that can further their knowledge and professional development; act as a link between the school and the Ministry of Education/REB | | | | |
| 2.0 Plan and manage their time effectively to ensure the success of the continuous professional development program | | | | |
| 2.1 I can multi task, prioritize activities; and break large projects into tangible, smaller actions. | | | | |
| 2.2 I can develop feasible weekly work plans that provide each assigned school with the required level of support necessary to meet established targets and objectives in the term work plan | | | | |
| 2.3 I can prepare term and annual reports summarizing progress towards established goals and objectives, and identify modifications in planned activities needed to ensure achievement of established targets and objectives. | | | | |
| 5.0 Use a range of positive and effective classroom management strategies to maximize learning | | | | |

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|---|--|--|--|--|
| 5.1 I can communicate clear expectations for acceptable behaviour | | | | |
| 5.2 I can provide clear instructions to students | | | | |
| 5.3 I can manage instructional time and space effectively | | | | |
| 5.4 I can involve students in the management of the learning environment | | | | |

| 6.0 Plan and implement student-centered learning activities aligned with the learning outcomes in the curriculum | 1 No idea | 2 Some idea but unsure | 3 Ready but need practise | 4 Ready to go and could support others |
|--|--------------------------|---|--|---|
| 6.1 I can develop thoughtful, carefully sequenced and well-paced term schemes of work | | | | |
| 6.2 I can develop thoughtful, learner-centered lesson plans | | | | |
| 6.3 I can develop lesson plans that accommodate individual learning styles and abilities. | | | | |
| 6.4 I can encourage students to direct their own learning | | | | |
| 6.5 I can clearly explain and model new subject matter concepts | | | | |
| 6.6 I can provide students with opportunities to practice higher order and critical thinking skills; | | | | |
| 6.7 I can provide student with multiple opportunities for participation, practice, and reflection; maintain | | | | |
| 6.8 I can encourage the participation of all learners | | | | |
| 6.9 I can provide students with opportunities to build meaningful connections | | | | |
| 6.10 I can provide students with ample, specific, and constructive feedback | | | | |
| 6.11 I can use appropriate levels of English when interacting with learners; | | | | |
| 7.0 Select and use teaching/learning materials effectively to support and enhance students' understandings | | | | |
| 7.1 I can create low-cost/no-cost learning materials from readily available materials | | | | |
| 7.2 I can select learning materials appropriate to the targeted learning objective and use them in appropriate ways | | | | |
| 7.3 I can display learning materials to create an engaging learning environment | | | | |
| 8.0 Direct and initiate their own continuous professional development to reinforce their skills as a mentor and a teacher | | | | |
| 8.1 I can reflect on the successes and the limitations their practice and identify specific goals for improvement, | | | | |
| 8.2 I can seek out, listens to and accepts and uses advice from those they interact with professionally | | | | |
| 8.3 I can initiate contact with other mentors (School-based and | | | | |

| | | | | |
|---|--|--|--|--|
| Senior) for peer support and to engage in joint problem-solving. | | | | |
| 16 Establish professional working relationships with school administration and other stakeholders | | | | |
| 16.2 I can take the first steps in creating collaborative relationships at the school level. | | | | |
| 16.3 I can clarify for teachers, Head Teachers, DOS and other stakeholders the roles and responsibilities of School-based Mentors and Senior Mentors | | | | |

Resource Day 1 Session 3.1 (Role Play 1)

Mentor: What are you doing?

Teacher: I have a free period.

Mentor: You are supposed to be making lesson plans and teaching aids by this time.

Teacher: You mean even during my free time? Mentor you must be kidding!

Mentor: Teacher I don't work like that! There is no time to waste, I'm disappointed.

Teacher: I don't care about your being disappointed!

Mentor: Eeeh! Check on you! Do you think REB sent me here to joke? You either do or see me.

Teacher: Who are you to scare me?

Mentor: O.K! We will see who is who?

Teacher: Go a head! No sense.

Resource Day 1 Session 3.2 (Role Play 2)

Mentor: Excuse me teacher, good morning.

Teacher: Good morning sir,

Mentor: I'm Bosco, I'm a mentor sent by REB to work together with you in this school. May I know your name please?

Teacher: O.K, thank you and you are most welcome. I'm Jean Paul.

Mentor : Nice to meet you dear Jean Paul.

Teacher: Nice to meet you too and its my pleasure to work with you.

Mentor : My pleasure too, would you mind taking me to the head teacher's office please?

Teacher: It is OK, let's go.

Mentor : Thank you for your help teacher Jean Paul.

Teacher: Thank you, I will be in the staff room.

Resource Day 1 Session 3.3 Scenarios

Scenario 1:

You're the mentor and new to the school. You're walking down a corridor. You hear the head teacher yelling at a teacher. The teacher steps out of his classroom as you are passing it and you bump into him.

What is the teacher probably feeling? What can you say?

Scenario 2:

You are the mentor, in a new school. A teacher tells you that the head teacher and the DOS are very bad men who don't care about the school and they have failed everybody in the school. "They are thieves," he adds.

What should you say or do in this situation?

Scenario 3:

You are the mentor. You need to meet teachers to address a common challenge within their classes and the DOS says "Mentor we don't have time. Let teachers continue teaching. We have to finish the curriculum."

What should the mentor say or do in this situation?

Scenario 4:

You the mentor. One of the teachers you work with meets you at lunch and says, "Mentor I know you get a lot of money. Today you should buy me lunch because am broke."

What should the mentor say or do in this situation?

Resource Day 1 Session 4.1

Examples of professional and un-professional behavior

| Professional Behavior | Un Professional Behavior |
|--|----------------------------------|
| - Modest attire | - Use of bad language |
| - Punctuality | - Smoking |
| - Regular attendance | - Drugs |
| - Politeness | - Drunkardness |
| - Refraining from teacher-student fraternization | - Indecent dressing |
| | - Hitting students |
| | - Late coming |
| | - Taking bribes |
| | - Examination malpractice |
| | - Teacher-student fraternization |
| | - Eating while walking |
| | - Gossiping |

Resource Day 1 Session 5.1 (Dialogue)

Regional mentor: Hello John, how are you?

Local mentor: Fine thank you.

Regional mentor: I am made to understand up to now you have not received your salary?

Local mentor: Yes sometimes it delays.

Regional mentor: So when it is delayed, what do you do?

Local mentor: You just keep working for you what do you do?

Regional mentor: You are not serious? In Kenya when salaries are delayed, we demonstrate. It's my right.

Local mentor: No in Rwanda we don't demonstrate at all, we ask relevant authorities peacefully.

Regional mentor: It's my right. There is no negotiation-- you have to pay me on time.

Local mentor: My friend, when you go to Rome you behave like Romans. Every country has got its own laws, values, and culture.

Resource Day 1 Session 5.2 (Exit Ticket)

Day 1 Exit Ticket

- 1) What information and skills did you learn today? How will you use them in your work as a mentor?

- 2) What questions do you still have about what was covered today?

- 3) How could we improve today's sessions?

Resources: Day 2 Session 1 THESE WILL HAVE TO BE INSERTED FROM THE RESOURCES HORIZONTAL FILE

Resource Day 2 Session 1.3

SBM Standards-based Classroom Observation Form

Teacher observed

Name _____ School _____

Lesson observed

Subject area: _____ Level _____

Objective of lesson:

Focus area for observation (optional)

Note on a separate piece of paper list the different activities undertaken by the teacher and students during the lesson as well as any other data collected.

Areas of strength:

-
-
-
-

Areas for improvement:

-
-
-
-
-

Goal for next observation:

-
-
-
-

In the case of P1 to P3 English lessons and all P4-S3 lessons, note:

| | | | | |
|---|--------------------------------|---|---|---|
| 1. The extent to which the teacher uses English in the classroom. | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |
| 2. The extent to which students use English. | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |

For ALL lessons, note:

| | | | | |
|--|--------------------------------|---|---|---|
| 3. The % of lesson time <u>all</u> children are engaged in a learning activity | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |
|--|--------------------------------|---|---|---|

Observer name: _____

Observation: Date _____ Time started _____ Time ended _____

Rate each of the following on the scale from 1 to 5. Check only *one* rating for each statement.

RATING

THE TEACHER:

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Develops thoughtful carefully sequenced and well-paced lesson plans that align learning activities with the targeted specific and measurable learning objectives in the Rwanda National Curriculum | | | | | |
| 2. Plans and implements learning activities that accommodate individual learning styles and abilities | | | | | |
| 3. Plans lessons that provide learners with multiple opportunities for participation, practice, and reflection ; the ratio of student talk/ activities to teacher talk/activities is high. | | | | | |
| 4. Plans for appropriate assessment opportunities of the learning objectives and modifies future plans accordingly. | | | | | |
| 5. Manages instructional time and space effectively ; Involves learners in the management of the learning environment (distribution and management of learning resources...); Ensures smooth transitions between activities. | | | | | |
| 6. Provides clear instructions to learners | | | | | |
| 7. Communicates clear expectations for acceptable behavior ; Uses a range of positive and effective classroom management practices. | | | | | |

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| 8. Builds on learners' prior knowledge of subject matter concepts and skills in manageable steps; Clearly explains and models new subject matter concepts and skills by using examples that learners understand or compare and contrast activities. | | | | | |
| 9. Selects teaching materials appropriate to the targeted learning objective and learners' levels of English and uses them in meaningful ways, to enhance understanding. | | | | | |
| 10. Provides learners with opportunities to practice higher order and critical thinking skills ; Asks probing and open-ended questions that encourage thinking, and help learners explain their thinking. | | | | | |
| 11. Organizes activities that allow learners to see and/or experience things firsthand , and to reflect upon and practice what they have seen or experienced, to solidify their understanding. | | | | | |
| 12. Encourages learners to direct their own learning by encouraging them to ask questions when they do not understand, allowing them to select what they want to read during personal reading time, write on topics of their own choosing. | | | | | |
| 13. Provides learners with opportunities to build meaningful connections between different subject matter areas and to apply their understandings and skills to everyday life situations. | | | | | |
| 14. Actively encourages participation of all learners in learning activities irrespective of their sex, achievement level, special needs, and other differences. | | | | | |
| 15. Provides learners with ample, specific, and constructive feedback , aligned with the targeted learning objective, through the use of formal and informal assessment. | | | | | |
| 16. Uses appropriate levels of English when interacting with learners; Gradually increases the difficulty of the language used as learners' competence and confidence improves (Note: <i>Only for P1-P3 English lessons and ALL P4-S3 lessons</i>) | | | | | |

Resource: Day 2 Session 2, Resource 1
SEE Resources Horizontal

Resource: Day 2 Session 2, Resource 2

1. A sample scheme of work for one week in Science for Primary school grade 6

| Wk | Pd. | Topic | S. topic | Content | Object. | Methods | L/T aids | Activity | Ref | Rem |
|----|-----|---|---------------------------|--|--|---|---|---|---------------------------------------|-----|
| 1 | 1 | Tools used in mechanics and black smith | A black smith's tools | Define the term tool as a devise used to simplify work. The tools: clamp, anvil, hammer, bellows. | Learners should be able to: Define tools and name the tools used by Black smiths. | Demonstration Explanation Illustration | Charts Tools BB illustration | Answering questions Taking notes. Fill in blank spaces. | Progressive Science book 6 page 23 | |
| | 2 | | Uses of Black smith tools | Clamp for holding. Hammer for hitting metals. Anvil for shaping metals. Bellows for blowing fire. | Learners should be able to: tell the uses of different tools. Use some of these tools available | -Do- | Drawn chart of tools. Real tools | Matching activity Discussion | -Do- | |
| | 3 | WATER | Sources of water | Define water source as where water is got from. Sources include: Rivers, lakes, wells, rain water etc. | Learners will be able to define water source and name some water sources. | Description Explanation Discussion. | Chart showing sources of water. Teacher and learners own collections | Discussion. Observation. Recording. Answering questions | Progressive science book 6 page 24-25 | |
| | 4 | | Water hygiene | Water hygiene means a way of keeping water safe for domestic use. Ways of keeping water safe: Boiling, Filtration, Using | Learners will be able to tell some of the ways of purifying water and experiment some of these ways. | Description Explanation Recording. Discussion. Definition Demonstration. | Chalk board illustrations Water and containers. Filtering equipment. Chart showing filtration process. | Learners filtering water Recording information. Matching exercises. | -Do- | |

| | | | | | | | | | |
|--|---|--|---|---|--|---|--|--|-------------------------------------|
| | | | chemicals. | | | | | | |
| | 5 | | Water drainage and waste water disposal | Water drainage and disposal means Removing used water near our homes to avoid environmental pollution. Methods of draining waste water include: Trenching, pipes, used water can be sprayed on the compound to reduce dust. | Learners will be able to mention ways used to drain water. Tell the importance of removing waste water near our homes. Tell uses of waste water. | Questions and answers. Explanation Discussion | Charts. Chalkboard illustration. The environment | Answering oral questions. Discussion. Doing exercises. Taking notes. | Progressive science book 6 page 25. |

Resource Day 2, Session 3.1

A Learner Centered Lesson Plan

A lesson plan helps us to set learning outcomes for the class as a whole. A well prepared lesson plan contains the following information:

- ✓ The grade level/ class of learners being taught
- ✓ The subject to be taught
- ✓ The topic and Sub topic
- ✓ Objectives
- ✓ Reference materials like resource books
- ✓ Time distribution according to lesson activities

In addition to the basic information, we need to consider the following aspects:

1. What do we want to achieve? (objectives and outcomes including life skills and learning competencies)
2. What do we want learners to learn? (content) so that they achieve the desired outcomes.
3. What learning activities would be best for achieving learning outcomes (Learning activities or methods)
4. What kind of Teaching/ learning aids should be used to support implementation of the identified activities
5. The classroom organization that would allow learning activities be effective
6. How will we know that the learners have achieved the desired learning outcomes (assessment and evaluation)

Lesson planning helps teachers to:

- ❖ Motivate students and keep them attentive and interested in the lesson
- ❖ Make sure that the lesson is appropriate and that the classroom surroundings are conducive to learning
- ❖ Define relevant goals and objectives for the whole class. These should be based on what we know the learners and related to the topics to be taught.
- ❖ Establish the lesson structure and content. This includes being able to judge how much time will we need for each activity, and the pace of learning
- ❖ Reduce the amount of decision making during the lesson
- ❖ Prepare teaching/ learning aids and making sure they are in place ready for use
- ❖ Organize and manage the class better
- ❖ Make reflective choices on the teaching methods to be used in the lesson and to avoid last minute decision making
- ❖ Be in control of the class

- ❖ Be confident of what she/ he is doing therefore making the teaching/ learning process effective

Points to Remember:

- **Learning objectives-** An objective is a statement of what we expect our learners will be able to do by the end of the lesson or a series of lessons. It should be based on the subject and topic objective as described in the syllabus
- **Lesson Content:** It is necessary that as a teacher you are familiar with and knowledgeable about the information and skills that you want to pass on to the learners
- **Learning activities:** A teacher may use different activities to teach learners during a lesson. If the activity has been planned to achieve a desired learning outcome, then we can describe it as a learning activity
- **Teaching / learning aids:** These are objects that teachers use to help with their teaching. They may be used to explain concepts, transmit new knowledge or teach new skills. Examples of teaching / learning aids are, charts, posters, science equipment, maps and a number line drawn on the chalk board, pictures and drawings. Teaching aids may be made at low cost from the scrap materials and things that are readily available in the environment
- **Classroom organization and management:** Refers to the utilization of space and classroom layout and arrangement of the seats. While classroom management refers to use of whole class or smaller groups I teaching as well as in the routines and discipline during the lessons
- **Lesson assessment and evaluation:** Refers to the judgment of the lesson against the set objectives as well as the opportunity to identify what areas need to be improved

Components of a good learner centered lesson plans

- Preamble
- SMART objectives and expected outcomes including life skills (Specific, Measurable, Attainable, Relevant, Time-Bound)
- Content
- Learning activities
- Teaching/ Learning materials
- Classroom management and organization
- Assessment and feedback

Resource Day 2, Session 3.2

Template for a Learner Centered Lesson Plan

| Date | Time | class | subject | Roll |
|------|------|-------|---------|------|
| | | | | |

Lesson Topic:

Lesson Sub topic:

| | |
|---------------------------|--------------------------|
| Lesson Sub-topics | |
| Objectives | Vocabulary |
| Materials and Reference | |
| 5 minutes | Introduction |
| 15 minutes | Lesson Presentation |
| 20 minutes | Communicative activities |
| 5 minutes | Conclusion |
| Questions and Home work | |
| Reflection and evaluation | |

Resource Day 2, Session 4.1

Mingle Game

This game can be used to form groups for group work. It can also be used to show children how to divide larger numbers into smaller numbers, and what “remainders” are in division.

- Have all the participants in the class stand up
- Tell them that with mingle game, they have to move and mix with each other
- The teacher sings mingle, mingle
- The participants’ repeat mingle and the teacher continues while the participants also continue repeating as they mix with each other.
- The teacher calls out a number, such as “3”.
- Participants have to gather in groups with the number of participants that the teacher called out, such as “3”.
- The teacher sings mingle, mingle and the participants move around again.
- The teacher calls out another number.
- The participants cluster.
- Repeat the game as much as wanted, depending upon the purpose. To form groups of a particular size for another activity, end by calling out the target group size.

Resource Day 2, Session 4.2

Marie's and Gilbert's Lessons

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| <p>Marie's Lesson</p> <p>Outcome: Learners will: Write about responsibilities using "have to."</p> <p>Materials: English for Rwanda 5, pp 43-45.</p> <ol style="list-style-type: none"> 1. Individual writing: Listing Daily Activities (6mins) Learners write a list of activities they Do everyday 2. Pair work: Eric's responsibilities (10mins) Pairs describe what Eric does in his father's shop using pictures. 3. Teacher presentation: "Have to" for Expressing Responsibilities (8mins) Teacher explains how to talk about responsibilities with have to and writes the rule and some examples on the board 4. Pair writing: Eric's responsibilities in the shop (exercise G) (10mins) Pairs talk about Eric's responsibilities in the shop using have to, then write about them 5. Report pair work: Writing about Eric's responsibilities (10mins) Pairs report their sentences to the class. Teacher writes them on the board 6. Home work assignment: Write about your responsibilities (3min) Teacher writes the assignment on the board and learners copy it. | <p>Gilbert's Lesson</p> <p>Outcome: Learners will: Write about responsibilities using "have to"</p> <p>Materials: English for Rwanda 5 pp 43-45</p> <ol style="list-style-type: none"> 1. Class discussion: Day, Date and Weather {8 min} Students answer teacher's questions about day, date and weather. 2. Teacher Presentation: Have to express Responsibilities (10 min) Teacher explains how to talk about responsibilities with have to and write the rule and some example on the board. 3. Class discussion: Eric's Responsibilities in the shop (10 min) Students describe what Eric does in his father's shop using pictures. 4. Class Practice: Eric's Responsibilities (exercise G)(10 min) Teacher calls on some students to make sentences about Eric's responsibilities with have to. 5. Homework Assignment: Write about your responsibilities (3min). Teacher announces. Teacher writes the assignment on the board and learners copy it. |
|--|--|

Resource Day 2 Session 4.3

| Parts of A Lesson | |
|---|--|
| Lesson steps <ol style="list-style-type: none">1. <i>Preparation</i>2. <i>Presentation</i>3. <i>Practice</i> | |
| 1. The Preparation Step <ol style="list-style-type: none">i) Prepares the learners for the new itemii) Connects with what learners already know (remember better)iii) Connects with learners' lives and interestiv) Integrates the lesson targets with other skills (More interesting and motivating)v) Attracts learners attention to the topicvi) Gives them a small idea of what they see (easier to understand because they already know something)viii) Shows the learners the new in context (situation in which the new item is used, situation should be like real life) | |
| 2. Presentation Step <ol style="list-style-type: none">i) Learners focus on the new informationii) Presentation is usually reading, speaking or listeningiii) There should always be a preparation before and evaluation after the presentation. | |
| Practice Step <ol style="list-style-type: none">i) First checks if learners understoodii) Next asks learners to use the new information in a contextiii) Connects with learners interest and opinionsiv) Integrates the new information with other skills <p>NOTE: All the lesson steps should be coherent- this means that there is one single theme and that all the activities area bout that theme. This will help the learners really understand and master that theme."</p> <ol style="list-style-type: none">a) Activities in the lesson should be organized from:<ul style="list-style-type: none">- <i>Easy – hard</i>- <i>Mechanical – creative</i>- <i>Receptive (reading, listening) – productive (speaking, writing)</i>- <i>Familiar – unfamiliar</i>- <i>Knowledge – application</i>- <i>General – specific</i> | |



Resource Day 2, Session 5. 1

Simon Says Game

INSTRUCTIONS

- Ask participants to listen attentively
- Explain: When I start a sentence with “Simon says”, e.g. “Simon says clap your hands”, you clap.
- When I begin a sentence without starting with “Simon says,” you don’t do it. E.g. “clap your hands”, you don’t clap.
- When you fail you sit down. When only one person is left standing, that person is the winner.
 - Simon says look at the board.
 - Simon says stand at ease.
 - Sit down.
 - Simon says jump.
 - Simon says dance.
 - Bend
 - Simon says arms up
 - Simon says arms down.
 - Jump.

NOTICE The facilitator (“Simon”) observes the participants and tells those who do something when he does not start with “Simon says” to sit down. You are free to add on other commands.

Resource Day 2 Session 5.2 (Exit Ticket)

Day 2 Exit Ticket

- 1) What information and skills did you learn today? How will you use them in your work as a mentor?

- 2) What questions do you still have about what was covered today?

- 3) How could we improve today's sessions?

Resource Day 3 Session 1.1

Game: Twenty Questions

- Think of a fairly famous person: it can be a real person or a character in a book or movie that the others would know. It can even be someone in the group.
- The challenge is for the other people to guess who you are thinking of. They do this by asking yes or no questions. For example: is it a man? Is the person alive? Is the person real?
- The other people can only ask you 20 questions. If they can't guess who it is by then, you win.
- A person can guess whenever he or she thinks he knows the person, but if he or she is wrong, they are out of the game.
- If someone guesses before the 21st question, they win. If no one guesses, you win.

Resource Day 3 Session 1.2

Questions for Learning

KARISA'S ACCIDENT

Karisa is a playful and curious 11- year –old. One day he was walking home from school, kicking a ball. Karisa didn't see the bicycle rider carrying a huge sack of charcoal. The bicycle rider was speeding and he couldn't stop. BANG! They collided and the rider ran away, leaving the bicycle, the bag of charcoal and Karisa on the ground. Many people ran to see if Karisa was hurt.

"What happened?"

"Is he ok?" they asked.

Immediately the police arrived. They lifted Karisa into the police truck and took him to the hospital. The doctor checked Karisa and found only minor wounds. She cleaned the boy's injuries, gave Karisa some tablets and the police took him home.

As he walked into his house, his worried mother ran to him and gave him a big hug.

"Oh Karisa! Thank God you're ok!!"

Six types of questions

1. KNOWLEDGE (What can readers take directly from the text? Facts.)

Who, what, when, where, how....?

Who ran into Karisa on his way home from school? (Someone on a bicycle)

What did Karisa's mother say when he arrived home? (Thank God you're ok.)

2. COMPREHENSION (Did readers understand the text?)

Retell, summarize

A young boy collided with a bicycle rider. The police came and took him to the hospital. He was ok. His mother was so happy when he arrived home.

3. APPLICATION (Can students apply the information in another situation?)

Describe lessons learnt from Karisa 's accident. (Pay attention when you walk or ride a bike.)

4. ANALYSIS (Can students analyze information?)

Who do you think made the worst mistake and why? (Although Karisa was careless, kicking a soccer ball, the bicycle rider was speeding and could not stop: that is dangerous. He also left after the accident. That was wrong. So he made the worst mistake.)

5. **SYNTHESIS** (Can students use the information to predict something new?)
Predict what Karisa's will do in the future. (Walk on the sidewalk and carry his soccer ball.)
6. **EVALUATION** (Can students evaluate the information?)
Did you like the story? Why? Does this teach something important? What is that? (Safety)

Resource Day 3 Session 2.1

Lesson Plan Template

| Date | Class | Subject | Duration | No. of students |
|---------------------------|---------------------|--------------------|----------|-----------------|
| | | | | |
| Topic: | | | | |
| Sub-Topic: | | | | |
| Objectives: | | Vocabulary: | | |
| Methods: | | | | |
| Materials: | | | | |
| Reference: | | | | |
| LESSON DEVELOPMENT | | | | |
| TIME | PHASE | | | |
| 5MINS | INTRODUCTION | | | |
| 15MINS | LESSON PRESENTATION | | | |
| 20MINS | PRACTICE | | | |
| 5MINS | CONCLUSION | | | |

| |
|------------------------|
| QUESTIONS/ HOMEWORK |
| REFLECTION/ EVALUATION |

Resource Day 3 Session 2.2

Elements of A Lesson Plan

1. The introductory parts

- a) The date, the subject, the time and number of students
- b) **Lesson topic**- shows the area of the subject (theme) of focus in the lesson
- c) **Sub topic**: any additional elements,
- d) **Vocabulary**- This is a list of words that are probably new to students. By reviewing them ahead of time, students will be able to focus on the content more easily.
- e) **Methods**: the main activities that will be used
- f) **Materials**- These are the reading materials and learning aids needed
- g) **References**: Any further information that would be useful to the teacher.
- h) **Objectives**- The objectives state what the learners should know or be able to do by the end of the session. They should be measurable.

2. The lesson development includes:

- a) **Introduction**- This is where the teacher presents the topics of the lesson, makes a connection between the new content and the learner's experiences, and also arouses the learners' interest.
- b) **Lesson Presentation** - This is where the teacher delivers the new content. It explains the new concept and gives learners opportunity to learn.
- c) **Practice** - It helps the learners to share ideas gained from the topic learnt and gives students opportunity to practice and relate learning to life experience.
- d) **Conclusion**- This is where the teacher and learners summarize the lesson
- e) **Questions/ Home work** – Questions is where the students ask any other questions they have about the lesson or the homework. Homework is where the teacher presents the homework assignment. Evaluation is how the teacher will assess.
- f) **Reflection/ Evaluation** -This is how the learners decide whether they have achieved the objectives are achieved.

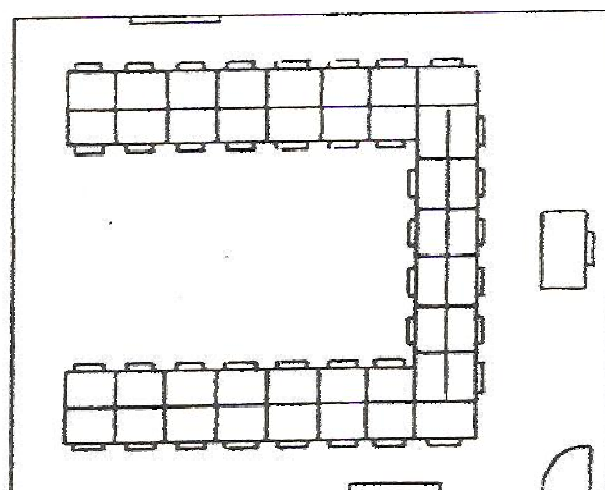
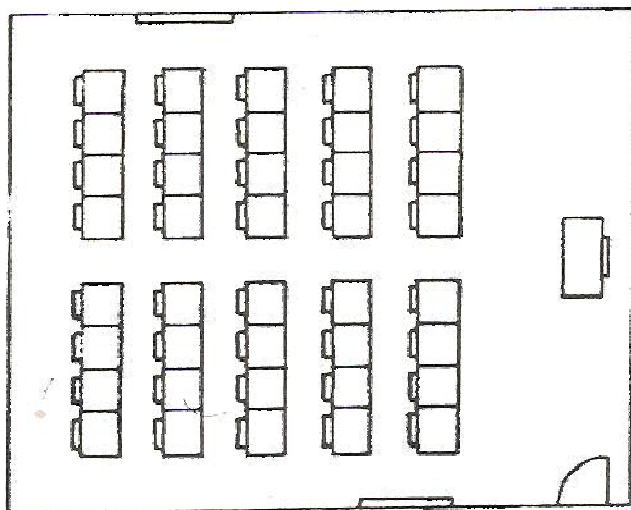
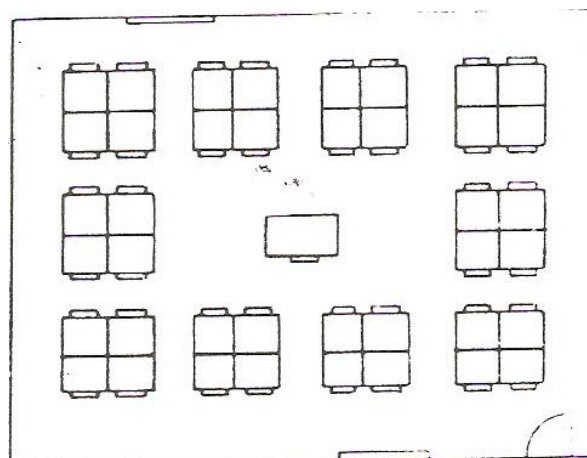
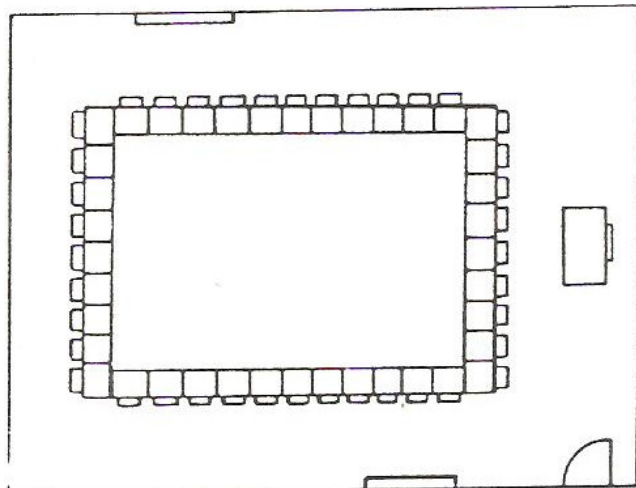
Resource Day 3 Session 3.1

Behavior Management Tips

- Have children set classroom rules. You can add some, too.
- Do not make rules you are not willing to follow through on.
- Be consistent.
- Show children that you enjoy being with them.
- Keep a sense of humor.
- If your classes are exciting, children will want to be there. They won't want to get in trouble, they'll want to participate.
- Not every student will like you and you won't like every student. But you can find something to respect in every student, and you can treat every student with respect
- If you stand quietly, children will quiet down.
- Give adolescents choices and challenges.
- Watch body language.
- Give a reminder a few minutes BEFORE a transition: "In five minutes we will finish with maths."
- Using positive reminders tells children you believe in their ability to do the right thing. "I see you're remembering to walk safely". If a child is running, "Stop. Walk to your classroom."
- Use direct language: "It's time to listen."

Resource Day 3 Session 3.2

Classroom seating arrangements



Resource Day 3 Session 3.3

Classroom Management Scenarios

a) Tom's First Day of the Year

Tom is a teacher at Rugarama Groupe Scholaire. In the beginning of the year, he works on students' behavior management. On the very first day of the first term, he asked learners to set and agree on acceptable behavior in class. Students were very happy and came up with classroom rules like: Coming early to school, Talking quietly in class, Doing home work, attending school regularly, etc. Tom did not make any rules for his class. Students themselves made all the rules. When Tom asked the students to do something, he gave very clear instructions. When a child ran, he did not say "Stop running!" He said "Walk please.". He gave a positive instruction, not a negative chastisement, telling the children what he wanted them to do, not what was wrong. Learning was smooth all year.

b) Ruth's First day of the Year

Ruth is also a teacher at Rugarama GS. She is a good teacher and likes teaching. From the first day of the term, she started teaching right away. She never communicated what she expected in terms of behavior in class to students. She lost her voice as she worked to get learners' attention to what she was teaching, but in vain. Her class was always chaotic and learners' performance was always bad.

Resource Day 3 Session 3.4

Lion Hunt Chant

(Explain to participants that in the chorus, they should repeat what you, the leader, say and do)

CHORUS:

Leader: Let's go on a lion hunt! (Let's go on a lion hunt)

Okay? (Okay)

Let's go! (Let's go)

Leader, *Make sounds as if you're walking*

Leader: Oh, look. It's a field you can't go over it. Can't go under it.

Can't go around it. Have to go through it.

Leader, *Make sounds and motions as if you are in the wheat field.*

CHORUS:

Leader: Let's go on a lion hunt! (Let's go on a lion hunt)

Okay? (Okay)

Let's go! (Let's go)

Leader: Oh look it's a swamp. Can't go over it. Can't go under it. Can't go around it. Have to go through it.

Leader, *Make sounds and motions as if you are in the swamp)*

CHORUS:

Leader: Let's go on a lion hunt! (Let's go on a lion hunt)

Okay? (Okay)

Let's go! (Let's go)

Leader: Oh look. It's a river. Can't go over it. Can't go under it. Can't go around it. Have to go through it.

Leader, *Make sounds and motions as if you are swimming*

CHORUS:

Leader: Let's go on a lion hunt! (Let's go on a lion hunt)

Okay? (Okay)

Let's go! (Let's go)

Leader: Oh look. It's a big rock. Can't go under it. Can't go around it. Can't go through it. Have to go over it.

(Make sounds and motions as if you are climbing up and over a rock)

Chorus

Oh look. It's a dark cave cant go over it. Can't go under it. Can't go around it. Have to go through it.

Leader, *Make sounds and motions as if you are trying to find your way through a dark cave)*

Leader: *Suddenly stand up and act like a lion! Start running quickly, go up over the rock (make sounds and motions) next, quickly swim across the river (make the sounds and*

motions) then quickly run through the swamp (make sounds and motions) finally, run through the wheat field (make sounds and motions) lay down, exhausted, on the other side.

Resource Day 3 Session 4.1 (Transition Signals)

Transition Signals

How do students know what you would like them to do?

How do they know when it is time to:

- ✓ Begin class
- ✓ Stop talking
- ✓ Move to a different activity
- ✓ Write
- ✓ Practice speaking with a partner
- ✓ Work independently
- ✓ Move into a small group
- ✓ Talk to a partner?

Students know when to move from one activity to another when the teacher establishes consistence routines. Teachers create "transition signals" for their classes by using the following objects, phrases, or gestures:

- Hand-clapping to a particular rhythm
- A call and response exchange
 1. Teacher says- "ABC" students reply "XYZ"
 2. Teacher says- "123 Eyes on me", students reply "432, eyes on you"
- A rattle, shaker, instrument or noise toy
- Arm up, mouth shut- the teacher raises his/ her and closes mouth, a student will notice the teacher's action and raise his arm and closes his/her mouth, and gradually all of the students will follow the teachers lead and a hush will fall over the room

Tips for using Transition Signals:

1. To get the students' attention, use one method consistently. If you are committed, the method will usually work. If you don't commit 100% it won't work.

2. Meet with the students at the beginning of the school year and discuss method or methods you will use. Present a few ideas to them and have learners decide on which to use! You can add fun by keeping tally and charting their opinions.

3. Students will welcome any attempt you make to add transition activities to your daily routines especially if they involve a little movement or challenge. You will be surprised at how these activities change your group environment. If you periodically change the activities, you will keep their interest piqued as they wonder what you will do next.

3. Whatever strategies you've decided upon, the important thing is to have the students practice. For instance, if one of your choices is to use the "arm up, mouth shut" routine, tell the students the rule and then say, "Talk now and when I put my arm up, stop. OK, that was good, but a few people were still talking; let's try again". Keep practicing the first week or two. Practice again if you see it has stopped working or if many students are not listening.

Resource Day 3 Session 4.2 (Exit Ticket)

Day 1 Exit Ticket

- 1) What information and skills did you learn today? How will you use them in your work as a mentor?

- 2) What questions do you still have about what was covered today?

- 3) How could we improve today's sessions?

Resources Day 4 Session 1.1

Mentor James' Schedule

| | GS. Kagugu | | | GS. Gisozi | |
|---------------|--|--|---|--|--|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:20 – 8:00 | Observing Immaculate P2 English- <i>Classroom Instructions</i> (5.2) | Planning a debate with Tr.Sam S2 (6) | Lesson modeling to Tr.Ngabo on using teaching aids while teaching (7.1&2) | Observing Tr.Andrew P.4 science use of high order questions (6.6) | Co teaching with Tr.Sarah P1 English focusing on time keeping (5.3) |
| 8:00 - 9:20 | Planning model lesson for P4 English- Passive voice (6.2) | Observing Tr.Steven P.6 Science on rewarding of learners responses (6.8) | Planning a model geography lesson with Tr.Abraham (6.2) | Debriefing with Tr.Andrew on use of questions (6.6) | HT& DOS meeting (16.1, 1.2&3,2.2) |
| 9:20 – 9:40 | Morning Break Debriefing with Immaculate (5.2) | Morning Break | Morning Break Debriefing with Tr.Ngabo (7.1&2) | Morning Break | Morning Break |
| 9:40 – 11:00 | Co-teaching model lesson with P4 lesson with Emmanuel (5.1-4) | Model debate session with Tr.Sam | Co teach with Tr.Abraham Geography- Physical features (7.1&2) | Model lesson on how to use text books while teaching to S1 teachers (7.1&2) | Meeting the SEO in her Office to Share successes and suggest ways of addressing the challenges |
| 11:00 – 11:40 | Debriefing the model lesson with Emmanuel (5.1-4) | Debriefing on the debate session with Tr.Sam | Debriefing with Tr. Abraham (7.1&2) | Debriefing with S1 teachers (7.1&2) | Debriefing session with Tr.Sarah (6.8) |
| 11:40 – 12:40 | Lunch break | Lunch break | Lunch break | Lunch break | Lunch break |
| 12:40 – 14:40 | Session on collecting and using low cost/no cost materials for P1-p3 English (7.1&2) | Debriefing with Tr.Steven (6.2) | Mini session with P1-P3 trs of English on energizers (6) | Session on collecting and using low cost/no cost materials for P4-P6 English (7.1&2) | Material development session with free teachers (7.1&2) |
| 14:40 – 15:00 | Afternoon break | Afternoon break | Afternoon break | Afternoon break | Afternoon break Meeting with SEO as he/she visits the school (16.1&2, 1.5) |
| 15:00 – 15:40 | Lesson planning session with Michelle (6.2) | Mini session on lesson Planning with lower primary teachers of mathematics (6.2) | Lesson planning session with Tr.Norah English S2 – conversation focus (5.2) | Co teach with Tr.Norah Biology; Living things (focusing on children asking | Min staff meetings to address common challenge S1-S3 (16) |

| | | | | | |
|---------------------|--|--|---|---------------------------------------|--|
| | | | | questions) (6.4) | |
| 15:40 – 16:20 | English language session for beginners | English language session for beginners | English language speaking sessions for elementary level | Debriefing with Tr.Norah (6.4) | English language speaking sessions using life players |
| 16:20 – 17:00 | Organizing instructional materials, record keeping and organizing for the next day | Organizing instructional materials, record keeping and organizing for the next day | Meeting with PTC representative and HT (16.1&2, 1.5) Record keeping and organizing for next day | Supporting school English debate club | Record keeping and organizing for planning the next week |
| | | | | | |

Resource Day 4 Session 1.2

James' Training Work Plan

James is a mentor in a school. He is planning to carry out training session for Mathematics teachers in a month's time from now.

He wants to train on making Nets and Solids in Geometry for Primary grade 5 and 6. He will guide teachers on construction of solids using Geometrical instruments.

James has the following to use in this training; flip charts, Manila papers, Markers, Pair of scissors, Glue (Sticker), Rulers, Pencils, Geometrical equipment sets

He wants all mathematics teachers to attend this training.

What are all the things he will need to do to get ready?

How much time should he allocate for each task?

What should he do first, second, etc?

Resource Day 3 Session 2.1

TEACHING/LEARNING AIDS

A teaching/learning aid is something that helps teachers to teach better and learners learn better. A teaching /learning aid prepares learners, presents new information, or helps learners practice something new. Good teaching aids will help make learning more interesting and help learners remember better.

What kinds of teaching/learning aids are there?

Teachers can bring realia- real items- from everyday life. For example the teacher can bring leaves, plants, rocks or seeds to science class, In a math class, the teacher can bring a basket of mangoes and ask the children to count them, add or subtract, calculate the price or figure out how much one mango costs. Teachers might bring clothing or household objects to make role plays more interesting. Using realia is very easy, because the teacher doesn't have to make anything new, only to bring them to class. And using realia is usually inexpensive.

A teacher can make visual aids for learners. These might include:

- _ A poster with a reading text, a diagram, a table, a map, an ABC chart or multiplication table.**
- _ A big book- a very large storybook that the teacher can read to the whole class.**
- _ Small cards for practicing new information.**
- _ Homemade books with stories or information that learners can read at home for practice.**
- _ Pictures drawn on large pieces of paper.**
- _ Hand puppets or stick puppets.**
- _ Handouts (returned at the end of class)**

Using visual aids requires some preparation. The teacher must buy or find the materials, plan what information will be on the visual aid and then draw, write or paint what the poster, book, cards or pictures.

Teachers can also find or make everyday objects to use as learning tools. For example, a math teacher might use bottle caps to help students learn to count, or to add and subtract. The teacher can make homemade rulers or yardsticks from cardboard, pieces of bamboo or wood to help students learn to measure or to calculate the area of a shape.

What are the characteristics of good teaching/ learning aids?

Good teaching aids should be:

- 1. Inexpensive**
- 2. Made from materials available in the community**
- 3. Long lasting**
- 4. Can be used for more than one lesson or activity.**
- 5. Big enough for all learners to see them.**
- 6. Attractive**

How can teachers make teaching aids?

Teachers should make term plan and think about what materials they need to support subjects they are going to teach. Then the teacher should make a list of the materials they need. Teachers should design teaching aids that can be used for more than one activity, lesson or subject. This saves money and time.

It is good to talk with people in the community and see if they have things that can be used for making materials; a store might contribute old boxes for making cards, a neighbor that makes mats or baskets might have pieces of bamboo for making stick puppets or posters, a tailor or seamstress might have scraps of old fabrics for making hand puppets. An office might have old paper with printing only one side for preparing handouts. A restaurant might have bottle caps. It is easy and inexpensive to make glue from flour or cassava with water.

It is useful to talk with colleagues who teach the same subjects and classes and divide the responsibility for making materials. Every teacher can make a few teaching aids and then they can be shared. The teachers will need to find a safe place that they can keep their shared materials and agree on who will use the materials and when.

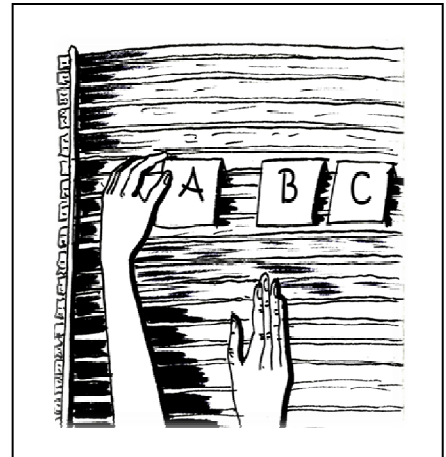
(Adapted from Learner-centered Teaching of English for District Trainers)

November 23-27 2009

Resource Day 3 Session 2.2

Appendix: Low-Cost and No-Cost Materials for Reading Classrooms

1) Cards with letters, syllables and words: Cards can be made of cardboard, stiff paper or paper sacks. The cards can be used for learning about letters, syllables and words as well as concepts of singular/plural and colors. Cards are 6 to 10 cm in height and are as wide as needed depending on whether only a letter, a syllable or a whole word is written. The writing needs to be big, clear and bold. A woven palm leaf board can be used to hold the cards for classroom use (see picture at right).



Cards can be used in a variety of ways: by the teacher or students in a whole class demonstration, by the teacher and students in small group learning, or by the students in small group, pair or individual activities.

Sample activities with letter cards include:

- Several of the activities mentioned for the alphabet board can be done with cards
- Matching capital letters to lower case letters
- Putting letters together to make syllables and/or words
- Mixing the cards and identifying letters out of order
- Substituting a letter to make a new word
- GAME (memory): Turn cards face down so that students cannot see the letters. Students take turns, flipping over two cards, if the letters match, they keep them, if not, they turn them back and another student plays. The student with the most cards at the end wins the game.

Some sample activities with syllable cards:

- Putting syllables together to make words
- Substituting a syllable to make a new word
- Reading syllables as fast as you can
- Identifying syllables that rhyme
- Identifying syllables that begin with the same sound
- GAME (memory): Use the syllable cards and the same rules as described above

Some sample activities with word cards:

- Putting words together to make sentences
- Illustrating a word with a drawing to build vocabulary
- Identifying the words that begin with the same letters
- Identifying the words that end with the same letters
- Identifying syllables that rhyme
- Identifying syllables that begin with the same sound

- Reading words as fast as you can in random order
- Putting word cards on objects: the word **window** on the window
- Matching opposites: **hot** **cold** or singular and plurals: **life** **lives**

2) Making tactile letters: Letters can be made a variety of objects and young children can make or trace letters as they learn to write. With string or wool, students can make letters or glue the string/wool on paper.

With sand or dirt, make a glue type paste and spread it in the shape of letters and put sand or dirt on it and let it dry.

Some sample activities with tactile letters

- Making letters
- Tracing the letters with index finger as if writing
- Spreading letters out and saying the name of the letter while tracing it
- Spreading letters out and saying the sound of the letter while tracing it
- Spreading letters out and making a word with some letters
- Spreading letters out and saying a letter that the students have to find
- Spreading letters out and asking a student to choose a letter and then locate that letter in a text
- Picking a letter and ask students to say words that begin with that letter
- Having students pick a letter, trace it with their index finger, trace it in air as big as possible, trace it in their palm as small as possible, upper and lower case.

3) Match Box Kits: Match boxes (empty of matches) can be used in a variety of ways to reinforce letter/sound correspondance, letter names, syllables, vocabulary (ex: opposites), grammar, etc. Begin by collecting match boxes. Paint on them or glue paper on them and use the outer side and the inside of the match box. Write letters, words, or syllables on the boxes.

Some sample activities with match boxes:

- Writing the capital letter on the outside and the corresponding lower case letter on the inside
- Making cards with the same syllables as those on on the matchboxes. Match the cards to the boxes by having students put the cards over the boxes that contain the same syllables.
- Writing syllables on the matchboxes and having students read them
- Using several syllables on the matchboxes to make words
- Writing the singular of a word (life) on the outside and the plural (lives) on the inside. Students say the plural and open the box to check and self correct. This can be done with irregular verbs, opposites, etc.
- GAME: Memory (Pairs of letters): Turn match boxes upside down so that students cannot see the letters. Students take turns, flipping over two match boxes, if the letters match, they keep them, if not, they turn them back and another students plays. The student with the most match boxes at the end win de game (can be played with syllables).

4) Single color bottle cap games: Bottle caps in one color can be used in a variety of ways to reinforce letter/sound correspondance, letter names, and syllables. Begin by

collecting bottle caps, metal or plastic. With the metal caps, if you want to use both sides, it is better to paint the outside white.

Write the capital letter on the outside and the corresponding lower case letter on the inside.

Some sample games and activities with letter bottle caps:

- Several of the activities mentioned for the alphabet board can be done with bottle caps
- Matching capital letters to lower case letters
- Putting letters together to make syllables and/or words
- Mixing the bottle caps and identifying letters out of order
- Substituting a letter to make a new word
- GAME: Tracing a grid outside in the earth and placing a bottle cap in each square. The student throws a stone in a square, hops to the square and names the letter and a word with that beginning sound.

Example: "s": snake. If the student says the letter and a word correctly, he keeps the bottle cap. At the end of the game the students with the most bottle caps wins the game.

- GAME: Students in pairs or small groups with bottle caps. In turn, each student picks a bottle cap and does one the following, depending on the level of the students: names the letter, makes the letter sound, finds the correspondent letter or says a word with that letter. If the student does this correctly he/she keeps the bottle cap. At the end of the game the students with the most bottle caps wins the game.

- GAME: The crocodile river: make two teams. Trace a river with two banks in the earth and place bottle caps in the middle. The bottle caps are stepping stones to cross the river. Each team member tries to make it across the river by stepping on the bottle caps, naming each the letter he or she steps on. When he/she gets to the other side, he/she wins a point for his/her team. The team with the most points wins the game. If a student misses a letter, he becomes dinner for the crocodile.

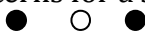
- GAME: Memory (Pairs of letters): Turn bottle caps upside down so that students cannot see the

letters. Students take turns, flipping over two bottle caps, if the letters match, they keep them, if not, they turn them back and another students plays. The student with the most bottle caps at the end wins the game.

5) Multi-color bottle cap games: Another way to use bottle caps is to collect two colors of caps: one color represents the vowels and one color represents the consonants.

Some sample activities with color bottle caps:

- Ask students to show the letter patterns for a simple word: example: cat: c a t



- Ask students to show the *sounds* for a word.

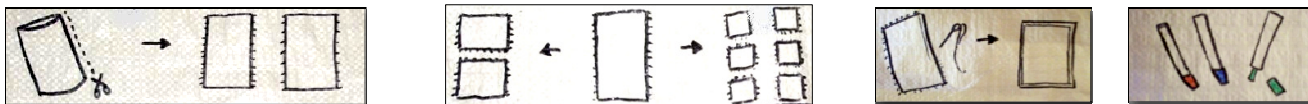
Example: mouse: m ou s



- Ask students to say a word that corresponds to a sequence of consonants and vowels.
Example: ● ○ ●
Possibilities could be: cat, bat, sit, leg, map, top, get, etc.
- Ask students to say a word that corresponds to a sequence of sounds.
Example: ● ● ○
Possibilities could be: blue, grow, draw, etc.
- As the students progress in their learning, the patterns become more complex. Example: make a word that corresponds to the letters:
● ○ ● ● ○ ●
Possibilities could be: mother, father, pencil, fallen, etc.

6) Charts: Charts are used constantly for many purposes in the literacy classroom. Teachers can use rice (or other) sacks to make their own charts (alphabet, syllable, rhyming words, verb tenses, grammar rules, etc). Cement sacks also can sometimes be used to make wall charts. Directions for rice sack charts are included below:

1. Locate rice sacks that are clean, white, and have no writing on them
2. Cut rice sack in half, so that it is no longer a bag.
3. Cut the rice sack into different sizes according to need: large, small, flashcards etc.
4. Seal all the edges to stop the rice sack coming apart with needle and thread and tie a string to outer edge for hanging.
5. Use permanent markers to draw and to write on the rice sack.



Some sample activities with charts:

- Finding or identifying an element already written in a chart (i.e. who can find the chart with the list of question words? Who can find the words with the syllable “ing”?)
- Following the process described on a chart (i.e. “our story-writing chart asks us to think of who will be in a story, what they will be doing, when they will be doing it, how they will be doing it, and why they will be doing it. Can you work with a partner to begin to develop a story, by talking about answers you might have to those questions?)
- Asking students to contribute information to a chart that you write together (i.e. we are going to use this rice bag to make a chart of words that rhyme with “rat.” Who can suggest a word that rhymes with rat?”).

7) Found Photos or Drawings

Some sample activities with found photos or drawings

- Showing all students the image and asking them to describe what they see; turning that description into text

- Adding vocabulary identified through looking at the image to class word walls, dictionaries, or other lists of important words
- Asking students to predict, either orally or in writing, what they will see in an image the teacher at first conceals
- Asking students to predict orally, having seen the image, what will happen next
- Asking students to work in pairs, once they have looked at the image, to write what will happen next
- Exploring categories of vocabulary to which the image lends itself; for example, images from fashion magazine are often useful for exploring color vocabulary
- Making up entirely new, nonsense words for items in the pictures and then figuring out how those would be written down using the phonetic rules of the class' usual target language; with enough of these generated, an entire story in a "fictitious" language known only to the class can be generated
- Presenting a "pre-fab" description of the photo or drawing that is not even conceivably related to it or that includes somewhat obvious errors (i.e. "the lady is wearing an elephant") and asking the class to find those and correct them, either all together or in pairs.

8) Using Concrete Objects: Concrete objects, especially those that present some aspect of mystery, can be very useful in the literacy classroom. Concrete objects can include everything from small wooden boxes, to necklaces or chains or ropes, to plastic containers often used for water or oil, to suitcases or large bags. Teachers using concrete objects will need assistance imagining how to "leap" from the object to a reading and writing lesson.

Some sample activities with concrete objects

- Asking students to guess what the object is, what it has inside, or what it is truly used for; keeping track of these ideas for them in a chart or word web that can become the basis for writing work.
- Showing all students the object and asking them to describe exactly what they see; using vocabulary from that description to add to class dictionaries or word walls.
- Showing students the object and asking them to develop a riddle for the next class over about the object to see if the next class might be able to guess what it is
- Figuring out how many categories the object could belong to (color, size, shape, utility, etc) and then listing out words that also belong in that category
- Telling the students that to your surprise you found the object on the way to school. Asking students to work in pairs to develop answers to questions like: To whom might this used to have belonged in the past? What was it used for? How might that person have been separated from it? Again, using the various answers generated as the basis for additional work on writing.
- Asking the students to propose uses for the object that go above and beyond what they know of as the usual thing to do with it; for example, rope is often used in rural areas to restrain animals, but what if rope were actually used to communicate with beings from other planets? Based on the uses proposed, develop a story about the object

9) Tracing in the earth and/or playing games outside. Going outside is free and the ground can provide a free work space for all students. Using a stick, trace game areas and letters.

Some sample activities tracing in the earth:

- Trace a path or ladder with letters. Students walk on the path and say the name of the letter, or make the sound of the letter, or say a word with the letter
- GAME: Trace a hopscotch game and write letters in each square. Student throw a stone, hop to the square, say the name of the letter, or make the sound of the letter, or say a word with the letter. If they are correct, they score a point.
- GAME: Play crocodile river (see section on bottle caps).
- Students trace letters, syllables, words in the earth with sticks
- Students arrange pebbles, shells, or small rocks in the shape of letters
- GAME: Alphabet Soup. Designate some students to be vowels and others to be consonants (example: boys are consonants and girls are vowels). The students move around (mingling) in a playing area. When the teacher says a word, the students must quickly all group themselves according to the letters in the word. Example: board: each group of students should have 3 boys (3 consonants) and 2 girls (2 vowels)
- GAME: Statues: The students move around (mingling) in a playing area. When the teacher says: "Freeze!", all students stop moving and freeze in the shape of a letter. While students are "frozen", the teacher walks around and asks students to name their letter and make its sound.

10) Using your body. Students enjoy moving about and using their bodies is an effective (no cost) learning tool.

Some sample activities with your body:

- Tracing letters in the air with the index finger while saying the name of the letter or making the sound of the letter
- Tracing letters on a partner's back with the index finger and asking the partner to "read" the letter
- Tracing letters on various parts of one's body (palm, thigh, arm, etc.) while saying the name of the letter or making the sound of the letter
- Several students making letters (capital and/or lower case) with their bodies while saying the name of the letter or making the sound of the letter
- Making the shape of letters with one's hand while saying the name of the letter or making the sound of the letter

Resource Day 4 Session 3.1

Case Study

Simon is a science teacher who has taught science for 15 years. He always makes lesson plan and teaching aids before his lesson. He never teaches without these important tools. One day his head teacher visited Simon's class. Simon looked like a professional teacher though he had pronunciation problems in English given his francophone background. During the lesson debrief, Simon acknowledged his weakness in pronunciation and promised to work hard to improve it. In the staff meeting held a day after, the head teacher openly mentioned Simon's pronunciation problems in front of the staff.

Questions

1. How do you think Simon felt?
2. Why do you think he felt like that?
3. What advice would you give Simon's head teacher?

Resource Day 4 Session 3.2

Active Listening

- Give the speaker your full attention. This means sitting up in your chair, leaning forward, making eye contact and nodding where appropriate. Active listeners look like they're listening. The more effort you put into listening, the more likely you are to pay attention to what the speaker says.
- React with appropriate verbal cues, such as "Yes," "Really?" or "OK." These demonstrate to your speaker that you are following what they are saying. To know when to say these phrases, you need to be listening carefully.
- Acknowledge what the person is saying with your verbal and nonverbal responses. For instance, respond with "yes" or "I see" and maintain eye contact.
- Respond, restate or paraphrase a person's verbal message. Repeat what's being said as a fact or in a non-mocking or caring way.
- Interpret the other person's feelings and offer sympathy or understanding if appropriate.
- Lean toward the person and take part in the conversation by asking questions in a supportive way. At times during the conversation, summarize the other person's points.
- Share perceptions and give feedback to the other person's ideas or feelings. Show warmth, but in your own way.
- Give the other person time to think, and don't rush the talker.
- Always observe nonverbal actions and practice good listening skills until they become a habit.

Resource Day 4 Session 3.3

Warm Up: Whispering Game

Have your participants in a line. Their task will be to “pass the message” to the person next to them by whispering the message in their neighbor’s ear. Go to one end of the line and whisper a message. Go to the other end of the line and whisper a different message. When the messages have been passed to the end people in the line, ask the original recipients (where the messages started) to share the message they received. Ask the end point recipients to share what they heard.

Did the two messages get to the end of the line without being distorted?

Explain that this activity is often used to show how rumors are a bad thing. But the activity also shows how hard it is to listen carefully and to actually hear what is being said, especially when there are distractions like music, like other people. Explain that this session is on active listening: what you can do to make sure you are really hearing and understanding what the speaker is saying, and letting the speaker know you have heard.

Resource Day 4 Session 4.1

Classroom Observation

Introduction

Classroom observation is when the mentor observes a teacher's class to gather data that the teacher can use to improve his or her teaching abilities.

Classroom observation can take different forms and be done for different purposes; the two most commonly used forms of observation are summative observation and formative observation.

1. Summative observation.

- This observation is an evaluation, which rates the teacher who is being observed. It can be done for administrative or supervisory reports for the purpose of job retention, promotion, salary increment, etc .

2. Formative observation.

- The purpose of a formative review is to help teachers become better teachers and more knowledgeable professionals. Teachers --- or mentors ---observe each other's classes, give each other feedback, and share ideas.

Mentors are not teacher evaluators. Their job is to help teachers so they use formative evaluation. Observations can help individual teachers try to improve their skills without the fear of recorded evaluation. Observation can be particularly effective kind of formative observation because it provides the opportunity for teacher's self assessment and improvement, while at the same time allowing the mentor to see the teacher's performance in a non-threatening way. It can benefit both the person being observed and the observer. Both can learn. Such observation can help to create a strong supportive atmosphere in schools.

There are also some potential problems with doing classroom observation that must be guarded against. Data collection can be biased due to an observer's own belief systems about teaching and learning. Personal relationships and peer pressure can have an impact. This is why using data collection tools rather than giving opinions is so important.

Preparing Mentors to do classroom observations.

The most successful observation contains the following elements;

- i) A set of agreed upon instrument to allow for a systematic process of observation.
- ii) A pre-observation meeting, in which the teacher and mentor agree upon what the mentor will look at, and how.
- iii) Doing the observation,
- iv) A post observation debriefing of the observation in which the teacher gives her impression of the lesson, the mentor shares with the teacher the data s/he collected, the teacher draws lessons from it and reflects on what it means for her teaching practice
- v) Mutual respect and trust will only be maintained if the teacher knows that the result of the observations will be confidential, shared only by the observer and the observed.

Resource Day 4 Session 4.2

SBM Standards-based Classroom Observation Form

Teacher observed

Name _____ School _____

Lesson observed

Subject area: _____ Level _____

Objective of lesson:

Focus area for observation (optional)

Note: On a separate piece of paper list the different activities undertaken by the teacher and students during the lesson as well as any other data collected.

Areas of strength:

-
-
-
-

Areas for improvement:

-
-
-
-

Goal for next observation:

-
-
-
-

In the case of P1 to P3 English lessons and all P4-S3 lessons, note:

| | | | | |
|---|--------------------------------|---|---|---|
| 1. The extent to which the teacher uses English in the classroom. | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |
|---|--------------------------------|---|---|---|

| | | | | |
|--|------------------------------------|---|---|---|
| 2. The extent to which students use English. | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |
| For ALL lessons, note: | | | | |
| 3. The % of lesson time <u>all</u> children are engaged in a learning activity | Very Rarely (0%-24%) | Some of the time (25%-59%) | Most of the time (60%-79%) | All of the time (80%-100%) |

Observer name: _____

Observation: Date _____ Time started _____ Time ended _____

Rate each of the following on the scale from 1 to 5. Check only *one* rating for each statement.

| THE TEACHER: | RATING | | | | |
|---|--------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 17. Develops thoughtful carefully sequenced and well-paced lesson plans that align learning activities with the targeted specific and measurable learning objectives in the Rwanda National Curriculum | | | | | |
| 18. Plans and implements learning activities that accommodate individual learning styles and abilities | | | | | |
| 19. Plans lessons that provide learners with multiple opportunities for participation, practice, and reflection ; the ratio of student talk/ activities to teacher talk/activities is high. | | | | | |
| 20. Plans for appropriate assessment opportunities of the learning objectives and modifies future plans accordingly. | | | | | |
| 21. Manages instructional time and space effectively ; Involves learners in the management of the learning environment (distribution and management of learning resources...); Ensures smooth transitions between activities. | | | | | |
| 22. Provides clear instructions to learners | | | | | |
| 23. Communicates clear expectations for acceptable behavior ; Uses a range of positive and effective classroom management practices. | | | | | |
| 24. Builds on learners' prior knowledge of subject matter concepts and skills in manageable steps; Clearly explains and models new subject matter concepts and skills by using examples that learners understand or compare and contrast activities. | | | | | |
| 25. Selects teaching materials appropriate to the targeted learning objective and learners' levels of English and uses them in meaningful ways, to enhance understanding. | | | | | |
| 26. Provides learners with opportunities to practice higher order and critical thinking skills ; Asks probing and open-ended questions that encourage thinking, and help learners explain their thinking. | | | | | |
| 27. Organizes activities that allow learners to see and/or experience things firsthand , and to reflect upon and practice what they have seen or experienced, to solidify their understanding. | | | | | |
| 28. Encourages learners to direct their own learning by encouraging them to ask questions when they do not understand, allowing them to select what they want to read during personal reading time, write on topics of their own choosing. | | | | | |
| 29. Provides learners with opportunities to build meaningful connections between different subject matter areas and to apply their understandings and skills to everyday life situations. | | | | | |
| 30. Actively encourages participation of all learners in learning activities irrespective of | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| their sex, achievement level, special needs, and other differences. | | | | | |
| 31. Provides learners with ample, specific, and constructive feedback , aligned with the targeted learning objective, through the use of formal and informal assessment. | | | | | |
| 32. Uses appropriate levels of English when interacting with learners; Gradually increases the difficulty of the language used as learners' competence and confidence improves (Note: <i>Only for P1-P3 English lessons and ALL P4-S3 lessons</i>) | | | | | |

Resource Day 4 Session 4.3 (Exit Ticket)

Day 4 Exit Ticket

- 4) What information and skills did you learn today? How will you use them in your work as a mentor?

- 5) What questions do you still have about what was covered today?

- 6) How could we improve today's sessions?

Resource Day 5 Session 1.1

Observation Data Gathering Tool 1

Teacher: _____ **Class:** _____ **Date:** _____

Focus of Observation: Following the Lesson Plan

[illegible]

Observation Data Gathering Tool 2

Teacher: _____ **Class:** _____ **Date:** _____

Focus of Observation: Including Boys and Girls Equally?

| Observation Notes | |
|-------------------|--------|
| Male | Female |
| | |

Observation Data Gathering Tool 3

Teacher: _____ **Class:** _____ **Date:** _____

Focus of Observation: Teaching to the Whole Class?

| Observation Notes | |
|-------------------|---------|
| Front | |
| Males | Females |
| <hr/> | |
| Middle | |
| Males | Females |
| <hr/> | |
| Back | |
| Males | Females |

Observation Data Gathering Tool 4

Teacher: _____ **Class:** _____ **Date:** _____

Focus of Observation: Using Critical thinking questions

| Observation Notes | |
|-------------------|----------|
| Time | Question |

| | |
|--|--|
| | |
|--|--|

Observation Data Gathering Tool 5

Teacher: _____ Class: _____ Date: _____

Focus of Observation: Student Engagement

| Observation Notes | |
|-------------------|----------|
| Time | Students |

Resource Day 5 Session 1.2 (Empty Template)

Observation Data Gathering Tool

Teacher: _____ **Class:** _____ **Date:** _____

Focus of Observation: _____

| Observation Notes | |
|-------------------|--|
| | |

Resource Day 5 Session 1.3 (Pre-Observation Role Play)

Pre-Observation Meeting

Mentor: Hello, Mr. Nsengimana, I'm excited to visit your class tomorrow.

Teacher: I'm happy to have you visit, too. I have told the children you will be coming.

Mentor: Good. I will not disturb them. What would you like me to observe for?

Teacher: The session you did on critical thinking was very important. I have been trying to use better questions in my classes. It would be very helpful if you could look at that.

Mentor: I'm glad you found that session helpful. I will be glad to observe your questions. What if I write down each question you ask and we can look at them together? We can see if you're asking questions that require students to analyze, synthesize, and apply. What lesson will you be teaching? Can you give me a copy of your lesson plan now, or before the class?

Teacher: I will be teaching Science, photosynthesis. I will copy over my lesson plan for you.

Mentor: Thank you! I look forward to the lesson. See you tomorrow.

Resource Day 5 Session 2

Resource Day 5 Session 3, Resource 1 (5.3.1)

Roles

Head teacher

- *Acts as a secretary to the PTC*
- *Responsible for the teaching/learning process in the school, community and other stake holders*
- *Acts as a liaison officer for the school*
- *Responsible for the management of financial records*
- *Is a signatory to the school account*
- *Oversees the general duties in the school*
- *In charge of recruitment of new entrants to the school*
- *Monitors the daily school activities within and outside the school*
- *Co-ordinates the school activities and development at large with other stake holders*

Director Of Studies

- *Responsible of academics in the school*
- *Monitors the school teaching and learning processes*
- *Evaluates and monitors teachers and learners progress in the teaching/learning process*
- *Approves the teachers ' schemes of work and lesson plans*
- *Checks on students ' marked books and unmarked books*

Disciplinary master

- *Responsible of students discipline/indiscipline cases*
- *Counsel and guides students in carrier guidance cases*
- *Advises the indiscipline students*

Sector Education Officer

- *Responsible for budgeting and planning of schools ' funds within the sector*
- *Monitors the schools ' academic progress in the sector*
- *Responsible and monitors the building of new classroom in all schools of the sector*
- *Prepares and gives annual/termly budget to the higher authorities*
- *In charge of teachers ' discipline in the school*
- *Oversees Education activities in the school*
- *Acts as a link between the district and the schools in the Sector*

District Education Officer

- *In charge and oversees the education activities in the district*
- *Monitors and supervises the teachers and learners progress*
- *In charge of recruitment of new public school teachers in the district*

- *Co-ordinates the district with National Curriculum Development Center and other education agencies in the country*

PTC (Parents and Teachers Committee)

- *They enforce the PTC constitution*
- *Prepare the general assembly of the parents*
- *Ensures the implementation of the resolution of the general assembly*
- *Ensures that the national Education Laws, Ministerial Decrees and guide lines are respected*
- *Ensures the proper utilization of the school budget and resources*
- *Ensures that the teaching/learning process is carried out properly*
- *Ensures the discipline of both the teachers and the learners*
- *Examines the school emerging school problems and suggesting remedies*
- *Presents the action plan and strategies to achieve the Quality Education to the general assembly*

Education Partners

- *Sponsor and support school activities by providing scholastic materials*
- *Represents the interest of the founding body*
- *Co-ordinates the school, district, the country with the funders*
- *Contribute financially to the support of the school*

Resource Day 5 Session 3, Resource 2 (5.3.2)

| Issue / Who to turn to |
|---|
| <ol style="list-style-type: none">1. <i>You want permission to go to the hospital :</i> Head Teacher or Director of Studies (DOS)2. <i>You need materials:</i> Director of Studies3. <i>You haven't got your salary:</i> District Education Officer/Senior Mentor4. <i>You want to start an English club:</i> Director of Studies/Head Teacher5. <i>You want to organize a workshop for teachers or parents:</i> Head Teacher6. <i>Your teachers have a negative attitude towards mentorship:</i> Director of Studies/Head Teacher7. <i>Students misbehave at school:</i> Discipline Master8. <i>You need a transfer:</i> District Education Officer/Senior Mentor9. <i>You need text books:</i> Director of Studies10. <i>You need to carry out a Parents and Teacher (PTC) workshop:</i> |

Resource Day 4 Session 4.1

WORKSHOP EVALUATION FORM

Date: ____/____/____

Participant's Name: _____

Title of Training Program _____

Participant's current role _____

Participant's level of education _____

*Please take a moment to rate this Training in terms of **Content, Facilitation, Time Management, and Responsiveness** to your educational needs. Also provide additional feedback in the **Comments** section. (Your comments are an important contribution to improving the training/learning experiences that meet your professional needs).*

Please circle one choice for each statement:

a) Training Content:

1. The training met my expectations.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
 - f. Not sure
2. The relevance/responsiveness of the training courses to my professional needs was:
 - a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Not sure
3. I feel that the content provided valuable information, skills and experiences relevant to the topic
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
 - f. Not sure
4. I can easily apply the training's subject matter to my job/work.
 - a. Strongly agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree
- f. Not sure

5. My understanding of the training content was:

- a. Very satisfactory
- b. Satisfactory
- c. Neutral
- d. Dissatisfactory
- e. Very dissatisfactory
- f. Not sure

b) Training Input: Facilitation and Logistics:

1. The opportunity for interaction, participation and questions was:

- a. Very satisfactory
- b. Satisfactory
- c. Neutral
- d. Dissatisfactory
- e. Very dissatisfactory
- f. Not sure

2. I feel comfortable with the support materials that I received as part of the training.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree
- f. Not sure

3. The training materials were suitable.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Not sure

4. The training materials were enough and understandable.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree
- f. Not sure

5. The venue, lodging and meals arrangements were:

- a. Very satisfactory
- b. Satisfactory
- c. Neutral
- d. Dissatisfactory

- e. Very dissatisfactory
- f. Not sure

c) Training Process: Schedule:

1. The instructor's knowledge and presentation style was:
 - a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Not sure
2. The schedule was such that the topics were all covered adequately.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
 - f. Not sure
3. The allotted days were an adequate amount of time for the training.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
 - f. Not sure
4. The amount of outside and/evening work is reasonable.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
 - f. Not sure

d) Training Product:

1. Overall the value of the training program was:
 - a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Not sure
2. I would recommend this training to colleagues in my area of work/practice.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree

- e. Strongly disagree
- f. Not sure

e) Further Comments:

What should we do to improve the quality of this training?

f) Application of Training:

What **will you do differently** in your practice/service setting as a result of this training? (For in-service mentors or teachers.)



What additional training or support do you require to apply the training in the workplace?



What concerns do you now have about your role as Senior or School-Based Mentor?

What do you feel will be/is the biggest challenge to making the mentoring process effective?

Resource Day 5 Session 4.2 (Exit Ticket)

Day 5 Exit Ticket

7) What information and skills did you learn today? How will you use them in your work as a mentor?

8) What questions do you still have about what was covered today?

9) How could we improve today's sessions?
