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**MINISTRY OF EDUCATION AND SPORT**

**DEPARTMENT OF**

**TEACHER EDUCATION TRAINING AND DEVELOPMENT**

**TRAINING TEACHERS IN PREPARATION FOR RE-OPENING OF SCHOOLS**

***TRAINERS’ GUIDE***

**NOVEMBER 2021**

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| **TRAINING PROGRAM** | | |
| DAY | **TIME** | **ITEM** |
| Day 1 | 04.00 – 06.00 | Arrival, registration and receiving training materials |
|  |  |  |
| Day 2 | 08.00 – 08.30 | Registration |
| 08.30 – 09.00 | Climate setting |
| 09.00 – 09.30 | Official opening |
| 09.30 – 10.30 | Understanding COVID–19, classroom protocols, reporting & referral mechanisms |
| **10.30 – 11.00** | **Health Break** |
| 11.00 – 12.00 | Building a supporting learning environment |
| 12.00 – 01.00 | Teacher and learner well-being (Psycho-socio support) |
| **01.00 – 02.00** | **Lunch Break** |
| 02.00 – 03.00 | Teacher and learner well-being (Psycho-socio support) |
| 04.30 - 05.00 | Reflection |
| **05.00 – 05.30** | **Evening Tea** |
| 05.30 – 07.00 | Personal Administration |
| **07.00 – 08.00** | **Dinner** |
|  |  |  |
| Day 3 | 08.00 – 08.30 | Registration |
| 08.30 – 09.00 | Recap of previous day’s work |
| 09.00 – 10.30 | Supporting learners with special learning needs in the context of the new normal |
| **10.30 – 11.00** | **Health Break** |
| 11.00 – 12.00 | Supporting learners with special learning needs in the context of the new normal (Contd.) |
| 12.00 - 01.00 | Managing lost learning |
| **01.00 – 02.00** | **Lunch Break** |
| 02.00 – 03.00 | Managing lost learning |
| 03.00 – 04.30 | Implementing hybrid learning strategies + assignment to prepare lessons illustrating use of hybrid learning strategies |
| 04.30 – 05.00 | Evaluation of the day’s training |
| **05.00 – 05.30** | **Evening Tea** |
| 05.30 – 07.00 | Personal administration |
| **07.00 – 08.00** | **Dinner** |
|  |  |  |
| Day 4 | 08.00 – 08.30 | Registration |
| 08.30 – 09.00 | Recap of previous day’s work |
| 09.00 – 10.30 | Presentation of prepared lessons |
| **10.30 – 11.00** | **Health Break** |
| 11.00 – 01.00 | Assessment for improved learning in the context of the new normal |
| **01.00 – 02.00** | **Lunch Break** |
| 02.00 – 02.30 | Introduction to the National Teacher Policy |
| 02.30 – 03.30 | The role of Head-teachers as pedagogical leaders in the context of the new normal |
| 03.30 – 04.00 | Planning for the next level training |
| 04.00 – 04.30 | Closure |
| 04.30 – 05.00 | Evening Tea and Departure |

# Introduction

Uganda has approximately 608,973 learners at pre-primary school level, 8,600,000 at primary school level, 1,400,000 at secondary level, 95,841 l in TVET and 291,931 at the tertiary and university level (EMIS, 2017). All these have been affected by the prolonged school closure resulting from the outbreak of the COVID-19 pandemic.

The World Bank predicts that the prolonged school closures and the loss of family livelihoods caused by the COVID-19 pandemic will result in an average loss of 0.3 – 0.9 quality-adjusted years of schooling, reducing learning achievements that learners typically gain during their lifetime from 7.9 to 7.0 – 7.6 years. Without a strong approach to support learners catch up after a prolonged period of school closures, there is a risk that learners will continue to experience learning loss, even when schools reopen (Azevedo et al., 2020 and Andrabi, Daniels & Das 2020).

# Background

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During the time schools have been closed the Ministry of Education and Sports (MoES) has made a lot of effort to provide alternative options for continuation of learning. These among others have included provision of radio and televised lessons, distribution of print-based materials and use of online platforms.

Despite all the above efforts many children have not managed to keep up with their school work. This has come as result of factors such as unequal access to relevant facilities such as radios and TVs and limited support from parents. As schools re-open challenges such as establishing the level at which the various learners are, inadequate knowledge about COVID-19 and measures for mitigating its spread; trauma arising from the effects of COVID-19 and the prolonged school lockdown; inadequate capacity for teachers to implement both the abridged curriculum and hybrid learning strategies, which are essential for recovery of lost and regressed learning will arise and these will impact the rate at which schools will be able to avoid continued loss of learning and to recover lost learning.

Whether Uganda will be able, in the shortest possible time, to reverse the effects of the COVID-19 pandemic on students’ learning out comes or not will largely depend on the preparedness and commitment of teachers. As Government plans to re-open schools in January, 2022 priority must be given to equipping teachers with relevant knowledge, skills, attitudes and values that will enable them to support recovery of lost learning and to manage factors that may continue to propagate learning loss even when students are at school.

# Goal for the training

The goal for this training is to enhance teacher competences so as to mitigate learning loss and promote recovery of lost learning among students as schools re-open.

# Expected learning outcomes

* 1. Teachers are competent enough to mitigate learning loss among learners and promote recovery of lost learning
  2. Teachers are able to create a learning environment that keeps learners safe from the effects of COVID-19

# Objectives for the training

By the end of the training teachers will be able to:

1. Conceptualize issues related to the COVID-19 pandemic and the expected response mechanisms within the school setting
2. Facilitate their own well-being and the well-being of learners through psycho-socio support
3. Use appropriate teaching/learning strategies to enable learners recover from learning loss and regression
4. Apply inclusive strategies to facilitate learning for learners with disabilities and other special learning needs
5. Promote gender responsive practices in schools
6. Prevent violence against children in schools
7. Interpret the National Teacher Policy (NTP) correctly

# Training content

* 1. Understanding COVID–19, Classroom protocols, Reporting and referral mechanisms
  2. Teacher and learner well-being (Psycho-socio support)
  3. Managing lost learning through implementing hybrid learning strategies
  4. Assessment for improved learning in the context of the new normal
  5. Supporting learners with special learning needs in the context of COVID-19
  6. Addressing Gender Based Violence (GBV)
  7. Prevention of violence against students in the context of the ‘new normal’.
  8. Building a supporting learning environment
  9. The role of Head-teachers as pedagogical leaders in the context of the ‘new normal’
  10. Introduction to the National Teacher Policy
  11. Action planning

DAY 1:

Session 1:

# Session title: Understanding COVID–19, Classroom protocols and reporting and referral mechanisms

**Session duration:** 2 Hour

**Competences:**

The teacher:

* Explains COVID-19 pandemic, its origin and how it spreads
* States the signs and symptoms of COVID-19 pandemic
* Identifies people at risk of contracting COVID-19 pandemic
* Explains school/classroom protocols for prevention of COVID-19 pandemic /Standard Operating Procedures (SOPs)
* Illustrates SOPs on a chart with captivating messages in both local and English languages.
* Makes a tippy tap or a foot operated hand-washing facility and demonstrates how it operates.
* Explains how to identify people (learners, fellow teachers, administration, support and nonteaching staff) who have contracted COVID-19 in a school setting and how to handle them.
* Discusses reporting mechanisms for people with COVID-19.

**Session development:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competences** | **Steps** | **Facilitators activities** | **Participants activities** |
| Explains COVID-19 pandemic, its origin and how it spreads | 1 | * Welcomes participants to the session * Displays the image of Corona virus and asks participants to explain where it derives its name * Emphasizes the derivation of the name, where it started, when it was declared a condition of public health emergency and eventually a global pandemic * asks participants to describe a supporting learning environment | * Feel welcome * Participants observe the image displayed before them and suggest where Corona virus derives its name. * Listen to further explanation |
| States the signs and symptoms of COVID-19 pandemic | 2 | Explains the signs and symptoms of COVID-19 pandemic. | Through think pair share, participants state the signs and symptoms of COVID-19 pandemic. |
| Identifies people at risk of contracting COVID-19 pandemic | 3 | Provides to participants a Teacher Preparedness  Training Package (UNICEF 2020), to identify people at risk of contracting COVID-19 pandemic. | Read and identify people at risk of contracting COVID-19 pandemic from the Teacher Preparedness  Training Package (UNICEF 2020) |
| Explains school/classroom protocols for prevention of COVID-19 pandemic /Standard Operating Procedures (SOPs) | 4 | Gives pictures to participants to explain school/classroom protocols for prevention of COVID-19 Pandemic /Standard Operating Procedures (SOPs). | Participants in groups of four members interpret the pictures and explain school/classroom protocols for prevention of COVID-19 pandemic /Standard Operating Procedures (SOPs) |
| Illustrates SOPs on a chart with captivating messages in both local and English languages. | 5 | Mentions an example of an SOP message in English and Luganda/ Runyakitara languages | Each participant illustrates SOPs on a chart with captivating messages in both local and English languages. |
| Makes a tippy tap or a foot operated hand-washing facility and demonstrates how it operates. | 6 | Shows to participants a short video of how to make a foot operated hand-washing facility or a tippy tap. | Participants follow the procedure as illustrated in a video to make a foot-operated hand-washing facility. |
| Dramatize how to identify people (learners, fellow teachers, administration, support and nonteaching staff) who have contracted COVID-19 in a school setting, how to handle them and reporting mechanism. | 7 | Selects volunteers to participate in a skit on how to identify people who have contracted COVID-19 in a school setting, how to handle them and reporting mechanism. | Participants organize a short skit on how to identify people who have contracted COVID-19 in a school setting, how to handle themand reporting mechanism. |

**Activities for evaluation of learning**

Message on SOPs in local and English languages developed by each participant.

Having a locally made hand-washing facility of a tippy tap at school.

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

**Appendices**

*Appendix* 1: A link to a video illustrating how to make a tippy tap or a foot operated hand-washing facility.

<https://www.youtube.com/watch?v=Vgd7NDYZscs>

<https://www.youtube.com/results?search_query=how+to+make+a+tippy+tap+%7C+wateraid>

*Appendix 2*:

1. A Teacher Preparedness Training Package (UNICEF 2020).
2. Presentation slides

Session 2:

# Session title: Building a supporting learning environment in the context of COVID-19 pandemic

**Session duration:** 1 Hour

**Competences:**

The teacher:

* Describes a supporting learning environment
* Identifies how to start a teacher circle in view of the new normal
* Mentions the benefits of parents/caregiver’s engagement in building a supporting learning environment
* Demonstrates strategies of students participatory learning

**Session development:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competences** | **Steps** | **Facilitators activities** | **Participants activities** |
| Describes a supporting learning environment | 1 | * Welcomes participants to the session * Displays the pictures and asks participants to give their own interpretations * Summarizes the pictures * asks participants to describe a supporting learning environment | * Participants observe and interpret the pictures * Discuss the pictures * Describe a supportive learning environment |
| Identifies the steps of how to start a teacher learning circle in view of the new normal | 2 | Asks participants in groups of 5-8to:  1.share ways they collaborate with their fellow teachers  2. summarizes their ways leading to the concept of teacher learning circles  3.point out benefits of having teacher peer support. | * In groups of 5-8 Share experiences of how they collaborate with their colleagues * Point out benefits of teacher peer support |
| Explains the benefits of parents/caregivers’ engagement in building a supporting learning environment | 3 | Asks participants to explain:   * ways they interact with parents of their learners * to what extent they have been in touch with parents/caregivers during the closure * challenges observed from sharing with parents in view of building a supporting learning environment * Lessons learnt from the interaction with parents/caregivers | Explain:   * Ways they interact with parents/caregivers * Extent to which they are in touch with parents/caregivers * Challenges they observed * Using Role play, participants show how to handle a situation in relationship to the case study * Lessons learnt from the interactions * Benefits of parents/caregivers in building a supporting learning environment |
| Describe strategies of participatory learning | 4 | Asks participants to describe:   * The kind of student-to-student learning strategies they have implored in the past * How often they organize their students in groups to learn and work together * In groups teachers come up with learner participatory strategies they intend to use when schools re-open * Ask participant to identify other out of class practices that support an ideal learning environment after the lock down. | Participants:   * Describe the kind of student-to-student learning strategies they have implored in the past * Mention how often they organize their students in groups to learn and work together * Identify and explain the different strategies. * Identify out-of class practices that support an ideal learning environment after the lock down. |

**Activities for evaluation of learning**

Case study

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

**Appendices**

*Appendix* 1: case study

Sarah walks to class confused on the reopening day of the term after the long lockdown. She sits next to Mary. Mary begins prawning her face, moving her chair to call for attention from other classmates. The whole class bursts into laughter.

Feeling uneasy, Sarah leaves the class and goes back home. While at home, the parents forces Sarah to come back to school. The same scenario continues over a period of time. Boys started whispering that Sarah was defiled during the lockdown but got a miscarriage.

Evaluation questions

Imagine you are the class teacher:

1. How would you handle the situation?
2. What would you do to make Sarah remain at school?
3. Mention some participatory teaching/learning methods you intend to employ when schools reopen to allow students with similar experiences fine the school supporting.

*Appendix 2*: session notes/Ppt

Sessions 3 & 4:

# Session Title: Teacher and Learner Well-being – Psycho Social Support

**Session Duration: 2 hours**

**Competences.**

The Teacher

* Explains the concept of well-being
* Recognizes the impact COVID-19 has on learners and teacher’s well-being in a school.
* Identifies stressors that affect teacher and learner well- being and how to address them.
* Gives supportive communication and explores referral pathways for learners’ well-being.

**Purpose**

The teacher will identify stressors and be able to address their challenges and that of their learners through social emotional support.

**Session Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competences** | **Step** | **Facilitators’ activities** | **Participants’ Activities** |
| Explains the concept of well-being | **1** | Through brainstorming facilitator asks participants to;   1. explain the concept of well-being. 2. Describe behavior that they exhibited in the classroom when feeling well and when not feeling well. | Explain the concept.  In the table describe behavior exhibited when feeling well and when not feeling well.   |  |  | | --- | --- | | **When I’m feeling well I am…** | **When I’m not feeling well. I am…** | |  |  | |  |  | |  |  |   **Share your responses in the chat/ your neighbor** |
| Recognizes the impact COVID-19 has had on learners and teacher’s well- being. | **2** | **Ask participants,**  -In small groups, to reflect on the impact of COVID 19 on;  a) the teacher’s wellbeing.  b) the learner’s wellbeing.  c) Share lessons learnt and how they can help each group move forward.  **Facilitator instruction:**  - Give 10 minutes for participants to reflect and then share their responses.  (**N.B** Allow positive responses as well) | In small groups, participants reflect and share responses. |
| identifies stressors that affect teacher’s wellbeing and how to address them. | **3** | - In small groups, asks participants to identify the different stressors they went through as a result of COVID-19.  - Ask participants to discuss and give  strategies that can be used or were used to address the stressors.  -Discuss how they will use the strategies/coping mechanism to support learner well- being on re-opening.  **N. B Facilitator, supplement using session notes.** | In groups participants;  a) Generate responses on real life stressors as experienced during COVID 19 period using the categories in the table.   |  |  | | --- | --- | | **Category** | **Real life stressors experienced** | | Social |  | | Emotional/  psychological |  | | Economic |  | | Physical |  |   Give strategies to address stressors.   1. Use strategies given to suggest ways to support learner wellbeing during re-opening. |
| Gives supportive communication and explores referral pathways for learner’s well-being | **4** | **-** In pairs**,** ask participants to define supportive communication and what it involves.  - **The support given both verbal and non- verbal in times of stress, physical and emotional distress.**  -Ask participants to share the different referral pathways for learner well-being **using the table in the Session Notes** | * Pairs define ‘supportive communication’. * Reflect and share different supportive communication strategies. * -Brainstorm referral pathways for learner well-being. * Fill the form of Local referral contacts in their areas.  |  |  |  | | --- | --- | --- | | **Referral centers** | **Contact/**  **Name** | **How to use the center to support learners** | | **e.g Child protection services** |  |  | | **Chairperson District Covid 19 task force** |  |  | | **Police child helpline** |  |  | | **LC in charge of children** |  |  | | **Others** |  |  | |
| Evaluation | **5** | **Quiz - 5 Questions**  **Mentimeter** | Give responses to the quiz. |

**Activities for evaluation of learning**

**Quiz! 5 minutes**

1. When I do not feel well, my students are more likely to:

a. Disrupt the class more often

b. Become scared and unresponsive

c. Perform lower than average

d. Have trouble focusing

e. All of the above

2. When I feel well, I am:

a. More patient

b. Better at class management

c. More creative

d. Attentive to my students’ needs

e. All of the above

3. How will teacher wellbeing affect learner’s performance?

4. What is the importance of referrals?

5. Give 2 components of a safe learning environment

**Self- Evaluation**

1. Strengths:
2. Weaknesses:
3. Way forward:

**Appendices**

**Session notes**

1. **Concept of well- being**

Wellbeing is the way one feels and function, mentally, physically and emotionally at a personal and social level. Physical wellbeing affects emotional and mental wellbeing and vice versa

1. **Creating a safe learning environment**

A safe learning space or environment helps learners develop effective ways to recognize, process, manage and cope with their feelings.

As a teacher, to create this safe learning environment, you need to be able to recognize process and manage your own emotions as well.

**Tips of creating a safe learning environment**

Let learners participate in making their rules and regulations. They will not break them.

Let learners agree on fair and positive discipline approaches.

Role model social and emotional skills that support wellbeing e.g.….

**Violence at school**

Violence can be perpetrated by teachers and other school staff, through corporal punishment, cruel and humiliating forms of psychological punishment/treatment, sexual exploitation and abuse, and bullying.

Violence can be between peers in and around schools, and include bullying., sexual and gender- based violence, physical violence and psychological violence. or cyber bullying.

N.B Whatever the case, Learners should understand that violence should never be tolerated.

**Going forward in creating a safe learning environment at school during this period of the pandemic**

As a teacher;

* you should know that your wellbeing as well as that of your learner affects the process of learning.
* Ensure there is a safe learning environment - a space where there will be trust and respect between you the teacher and the learner.
* Know that all learner have the right to attend school and be protected from violence in and out of school. Violence undermines learners’ sense of self-worth and hinders their future development.
* Understand that all behavior exhibited is an indicator of what the child is going through internally, so find out what is driving the behavior and respond in a safe and comforting way.
* Note that for some vulnerable learners, school may be the first time they are seeing trusted friends and adults. So, failure to address their violent issues they are experiencing will negatively impact on their education.
* Demystify the belief that physical disciplining makes learners to grow up well behaved. Violence only promotes other violence.
* Recognize that learners who grow up in violent environments tend to see violence as a way to resolve disputes. That’s why they become prone to violence. Give them the attention they deserve.
* Display violence in your classroom or at school will only encourage a cyclical pattern of violence. Exposure to violence (physical, verbal and emotional) can cause lifelong damage to a learner.
* Use and be encouraged to use positive discipline in the management of your classroom and deal with misbehavior non-violent strategies that allow learners understand and learn from their mistakes. It is important to discuss the unwanted behavior and how it can be corrected. It is important to understand that all Learners have a right to be protected from violence in school. Violence against learners is never justified.
* Engage learners in developing classroom rules, they are less likely to break them and they will set penalties that are non-violent.
* You should know that some learners have been experiencing a lot of violence during the COVID-19 quarantine/lockdown. Be mindful of how this might affect their performance in the classroom.
* Be mindful of the fact that not all learners act violently, some may become fearful and withdraw from social interaction some may exhibit behavior like (sitting alone, not responding to questions, cry over trivial things, moody etc.)

***N.B Violence in and out of the classroom should never be tolerated.***

1. **Teacher Wellbeing- Self-care - Going Forward**

* Teaching is recognized as a high stress career. We need to manage our stress level in order to manage our classroom well especially now in the context of reopening after COVID-19. We all handle stress differently. Below are some best practices for making time for your self-care as a teacher.
* View rest as an essential tool for productivity
* Limit your time on checking your phone. Substitute one or two of these checking times with just silence or stillness. This can make a difference in our energy levels and ability to focus and concentrate.
* Think about what you can let go for your self-care
* Make self-care part of your routine. Eat well, get enough sleep

and do physical exercises every day.

* Create a routine for home and for school to help reduce on cognitive pressure. Avoid over use of substances that change your mood or increase energy levels
* At the end of the day make a list of things that have happened during the day to energize you.
* Let go of things that are out of your control
* Limit the time you spend on issues that are stressing e.g. COVID 19 information not got form a trusted source. Do an activity you enjoy or find meaningful every day.
* Take time to talk to someone how you are feeling if things are not moving well.
* Talk to your colleagues about how you are feeling about teaching during the pandemic.

1. **Learner wellbeing –Recognizing learner’s stressors**

* **Stressors** and signs of distress differ with different age level of learners, so even support given needs to be different.
* To reduce the stressors of learners, activities should be drawn by the teacher to give positive coping strategies that support learners’ wellbeing.
* Listening and giving correct supportive communication can build trust with the adult and the learner.
* Linking learners to professional support services is very key for information and services you do not know

Knowing when and which cases require referrals is also very important.

1. **Learners wellbeing- Going Forward**

**As a teacher;**

* Always give supportive communication by keeping, a calm voice using friendly posture and asking caring questions.
* Be mindful to model and teach learners the communication do’s e.g. active listening, speaking respectfully and communication don’ts such as interrupting one another/speaking over each other. Encourage learner to practice them during class discussions.
* Be a good listener to your learners.
* During this time there is a lot of illness and death. Talk to learners about illness and death. Do not lie. Keep answering learner’s questions about illness and death depending on the age level.
* Engage learners to identify safe and unsafe places at school, home and in their communities.
* Be observant of learners needing referral in your classroom and refer them to school management. Such may be a learner;

- who acts violently to others even on trivial things,

- can’t recall events of the 24 hours,

- speaks about attempts of suicide or self-harm etc.

**11. Further references** UNICEF –MENA- designed Version 2 - Ready to Come Back: Teacher Preparedness Training Package

DAY 2:

Session 1 & 2:

# Session Title: Supporting Learners with Special Learning Needs in the Context of the COVID-19 Pandemic

**Session duration**: 2 hours

**Competences**

The teacher:

* Discusses different categories of learners with special learning needs
* Explains how learners with special learning needs were/are affected by the COVID-19 pandemic
* Identifies strategies for supporting learners with special learning needs in the new normal

**Session Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competences** | **Steps** | **Facilitators activities** | **Participants activities** |
| Discusses different categories of learners with special learning needs | 1 | Displays charts, pictures and videos of different categories of learners with special learning needs  Asks questions on categories of learners with special learning needs  Moderates the discussion on categories of learners with special learning needs  Groups participants | Answer related questions on categories of learners with special learning needs  Observe, interprets, analyses and reflects on pictures and videos as used by the facilitator.  Attends and participates to group work activities.  Presents the group findings |
| Explains how learners with special learning needs were/are affected by the COVID 19 pandemic | 2 | Introduces COVID-19 issues in relation to special needs  Ask participant to discuss the effect of COVID-19 in relation to special needs.  Gives key questions to consider when preparing for learners with special learning needs  Put participant in pair stop. generate ideas on the effect of COVID-19 in relation to learners with special learning needs  Moderates the learning/teaching activities. | Pay attention to select various issues that affect learners with special learning needs before in and after COVID-19  In pairs discuss the effect of COVID-19 pandemic in relation to special needs.  Answer the keep questions to consider when preparing for learners with special learning needs  Presents findings on the effect of COVID-19 in relation to learners with special learning needs |
| Identifies strategies for supporting learners with special learning needs in the new normal | 3 | Show videos of the teachers in an inclusive learning during teaching and learning  Ask questions about the video in relation to strategies for supporting learners with special learning needs  Discusses some strategies to the participants.  Group participants  Moderate the presentations | Watches video on inclusive teaching/learning practices.  Give view, ideas, opinions, and way forward abut the videos on inclusive teaching/learning practices.  Present the findings about the strategies in groups and pairs. |

**Activities for evaluation of learning**

* Do you think learners with special learning needs will come back when schools reopen? If yes, how can teachers support learners with special learning needs in the new normal?
* In no what can be done to ensure they come back to schools?
* Majority of learners with special learning needs have not been exposed on how to follow SOPS, once schools reopen, what teachers will do to support learners with special learning needs to stay safe.

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

**Appendices:**

Video clips on inclusive teaching/learning practices

Charts/pictures showing different categories of learners with special learning needs

List of reference books/text books

**Session notes**

Presentation notes/PPT.

Sessions 3 & 4:

# SESSION TITLE: Managing lost school learning through implementing Hybrid learning strategies

**SESSION DURATION: 2 HRS.**

**RATIONALE/ BACKGROUND:**

Over the past many months with schools closed, a majority of learners have faced difficulties to engage in meaningful learning. Now that schools are preparing to reopen, you as a teacher will play an important role to make sure learners can re-connect with their school work and make up for the lost time. Hybrid learning approach is probably the most suitable strategy you will use to help learners achieve the necessary catch up.

**COMPETENCIES:**

The teacher to:

1. Adapt classroom practices that will enable learners stay in school
2. Determine the importance of identifying missed and regressed knowledge and skills.
3. Develop steps to learn what the gaps are, and apply concrete strategies for identification and support for catching up.
4. Use formative assessment effectively to identify missed and regressed learning amongst his /her learners.
5. Develop and implement hybrid learning strategies that will enable Learners Bridge the missed and regressed learning and be able to catch up.

**CONTENT OUTLINE:**

1. Classroom practices that prepare learners for the new guidelines and procedures for learning.
2. Missed and regressed learning
3. Formative assessment as a tool for identifying missed and regressed learning.
4. The concept of hybrid learning approach.
5. Effective planning and implementation of the hybrid learning approach.

**SESSION DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPETENCE** | **STEP/TIME** | **FACILITATOR’S ACTIVITY** | **PARTICIPANTS’ ACTIVITY** |
|  | i)**5 min**  Introduction of session | Introduces the session by taking participants through the session titles, rationale, competences and content outline. | Read through the session title, rationale, competences and content outline.  Point out and brain storm through the new word/terms |
| Adapt classroom practices that will enable learners stay in schools. | ii) **10 mins**  Reflecting on the school situation | Guide participants to reflect on what the school situation will be like when schools open using scenario 1 in the notes.  Asks students in pairs to answer the following questions.   * List any 2 challenges that may lead to some learners not returning to school. * State one category of learners most at risk of not returning to school. | Read through the scenario and reflect on their own school situation.  Brain storm on what they think will happen when schools reopen.   * In plenary, respond to the questions asked.   Through think-pair share, write down two challenges they think may lead to some learners not returning to school and categories of learners most at risk of not returning to school |
| iii**) 10 mins**  Planning for learners’ return to school. | * Guides and organizes participants to come up with strategies to ensure all learners come back to school and stay in school. * Consolidate the participants’ responses by adding what they may have missed. | In appropriate groups participants come up with what they will do to prepare the learners’ return to school.  Each group presents in plenary |
| Determine the importance of identifying missed and regressed knowledge and skills in learners.  Identifies  steps to learn what the gaps are and applies concrete strategies for identification and support for catching up. | i)**6 mins**  Reflecting on the state of learners today | Plays a short video reflecting regression of learning in some learners.  .  Pauses questions to lead learners to realization of learners having learning gaps.  -What do you think has happened to these learners?  -If they are your learners, how do you help the learn?  Explains to participants that there was learning that was missed and some learning that has been forgotten during the school closure | Watch the video and answer questions  Read through the written key content areas for the session prepared on charts  Brain storm and raise answers to the questions raised |
| ii) **7 mins**  The importance of identifying missed and regressed learning in learners. | Asks participants to explain why it is important for the teacher to identify the missed and regressed learning’  Consolidate the presentation using summary notes in the appendix. | Use Think Pair Share to come up with the reasons why it is important for a teacher to identify missed and regressed learning in their children when they return to school.  The pairs share their views in plenary. |
| Identifies  steps to learn what the gaps are and applies concrete strategies for identification and support for catching up. | iii) **6 mins**  Steps in identifying missed and regressed learning in learners | Guides participants on the steps to take in order to identify the missed and regressed learning.  Uses prepared charts to consolidate on the steps and further tips. | Brain storm on the activities a teacher can do to discover the learning gaps. |
| Use formative assessment effectively to identify missed and regressed learning amongst his /her learners. | 1. **6 mins**   Introducing formative assessment | Pauses the following questions to participants:   * How do you usually check what your learners remember from the previous term after they return from holiday? * What strategies do you use to check that learners understood what they were taught? * Consolidates the presentation using prepared notes. | Answer the questions in pairs using “Think Pair Share” and present their answers to the whole class |
| 1. **12 mins**   Steps in developing formative assessment | Leads participants through the process of formative assessment  Interpret, act, elicit, clarify | Read and interpret the 4 steps of the process for developing a formative assessment |
|  | 1. **6 mins**   Planning for school sart up | Guides participants on how they will start the term when schools next reopen | Read through the summary of contents on how they will start the reopening of schools |
| Develops and implements hybrid learning strategies that will enable Learners bridge the missed and regressed learning and be able to catch up. | 1. **10 mins**   Defining hybrid learning | Brainstorms with the participants on the concept of hybrid learning. | Give their views on the concept of hybrid learning |
| Guides learners to consolidate views on hybrid learning | Analyze the various responses given and come up with agreed content. |
| ii) **25 mins**  Developing activities used in hybrid learning. | Organizes participants in groups to discuss the different catch up activities.  Consolidates participants’ responses.  Introduces to the participants the concept of **Remote learning** verses **In- person** learning.  Guide participants into groups to discuss using Homework and Project based learning. ie   * *Preparations* * *Delivery* * *Assessment*   Works with the different groups to come up with plans and moderates their presentations. | Discuss and write down the different activities  Categorizes the above activities and more under  Remote learning activities and in-person learning activities  In their groups, the participants discuss how to prepare, deliver and assess differently from what they have been doing.  Present and share ideas in plenary |
|  | **iii)7 mins**  Summary | Allows learners to ask any other questions and share any further fears related to reopening of schools. | Ask questions, share fears and any experiences. |

**CONCLUSION**

* *Dear teacher, you are now set, very positively to prepare for school reopening. No more questions as to, “How shall we start?” “Will the children come?” “Will the parents allow?” ETC.*

***“YOU ARE THE ONE TO MAKE IT HAPPEN”.***

**ASSESSMENT ACTIVITIES:**

1. Participants write down their personal plans for the start of schools.
2. Write down how he/she will manage the challenges related to school reopening.
3. Write down the process template for identifying missed and regressed learning.
4. Write of formative assessment.
5. Write down the template to start their plan for hybrid teaching and learning.

**SESSION EVALUATION**

1. Strengths:
2. Weaknesses:
3. Way forward:

**SESSION NOTES**

**KEY TERMS**

* **Lost Learning**: What was to be learned but missed to be learned, or what was learned and has regressed.
* **Missed Learning**: Learning instruction on curricula which children did not receive.
* **Regressed Learning**: Learning that was done, but has been forgotten due to long closure of schools.
* **Learning Gaps**: A situation where a learner of a particular level/grade should be able to demonstrate acquisition of knowledge or/and skill, but he/she is not able. Both missed learning and regressed learning cause a learning gap.
* **In-person learning**: Learning that occurs when the learner is physically in the classroom.
* **Remote Learning**: Learning when learners are not in school, classroom, or specific learning centers. Eg Radio, TV, Phone, Take home package, etc

**Adapting classroom practices that will allow learners keep in school**

Before you begin to consider the learning which has been missed or which has regressed during school closure, you will need to think about what the return to school will look like and how you will retain your learners in school..

**SCENARIO 1: Two teachers conversing.**

* What do you think will happen when schools reopen?
* I am also wondering. I am actually scared of the reopening.
* Do you foresee all your learners returning to school when we next reopen?
* When some are now married, others are in business, and…….
* But what shall we do madam Jane?
* And you know, even some may fear school that they will get corona.
* By the way, some parents even fear to send their children back to school saying school is not safe.
* Now, if I were a head teacher, I would start straight away start mobilizing parents, and my teachers to start planning to ensure school and classes are friendly with SOPs

**WAY FORWARD**

* Adjust your classroom space and in person learning activities for safety and hygiene policies. (*Refer to the session on classroom protocols)*
* Begin to plan teaching strategies and activities that will be appropriate to the different return to school scenarios and that will help your learners to catch up*.*
* Keep it simple. As a teacher you cannot control everything, so just focus on what you can do.

Understand and appreciate the challenges your learner has gone and is going through and accept to be a comforter and an encourager. (*Refer to the Psycho- social session*

**FURTHER TIPS**

Encourage all children to return regardless of gender or socio-economic status.

* Show your commitment to hygiene standards and distance protocols.
* Create and encourage opportunities for teachers and parents to meet and discuss issues and expectations on the transition back to school. (Keeping to distance protocols).
* Communicate and assist with scheduling in the case of a half capacity return to school.
* Show flexibility in the way children participate and in timelines for returning in work, especially with remote learning, in order to encourage children to continue to engage.
* As much as possible, offer remedial solutions such as tutoring, individual performance plans, and extracurricular learning.
* Encourage learner to learner interactions especially in remote and hybrid learning.
* Collaborate with PTA to organize outreach activities to support return to school of children at risk of dropping out.

**ACTIVITY**

* Write down a 3- step plan for what you will do if learners do not come back to school.
* 1. ……………………………………………………………..
* 2. …………………………………………………………….
* 3. ……………………………………………………………

Now you know the expected challenges, and you have some tips. You can begin to plan.

**REFLECTING ON MISSED AND REGRESSED LEARNING**

**BACKGROUND**

* It is important to identify missing and/or regressed knowledge and skills, steps to take to learn what these gaps are, and identifying more specifically what knowledge and skills might have regressed during the closure by applying concrete strategies for identification and support for catching up.

**REFLECTION**

* Look at this teacher’s reflection:

My school did not make any digital learning mandatory as many of our learners did not have access to devices. I kept in touch with my learners through emails and phone calls to their parents/caregivers with homework tasks, sharing of completed/revised homework, and checking in. I often had to schedule time when home work could be returned, and new tasks picked. Unfortunately, I lost contact with many of my learners.

Now think about your self

* Did your school make any such arrangement? How did you participate?
* What made it possible or impossible?
* Did you make any efforts to keep in touch with your learners?
* What else did you try to do?

This is an initiative and creativity of this teacher. Remember the school did not plan it. But even when he/she tried that, he/she still notes challenges. Therefore there are still learning gaps. Are you aware of the learning gaps in your learners? Now do this activity.

**ACTIVITY**

1. How were your learners supposed to continue learning during the school closure? (Check all that apply in your case)

* Homework packs
* Television
* Radio
* On line: Use of website or learning platforms.
* Smart phones/Tablets/Apps

2. How did you keep in touch with your learners? (Check all that apply)

* Email
* Phone calls
* Messaging
* In- person (Some local arrangement made)
* Wasn’t able.
* Any other, state.

**AREAS TO TAKE NOTE:**

**1**. It is important to identify the areas of learning where your learners might be weaker due to missed lessons or lessons that were harder to understand through remote learning. It is also important to recognize how learning can regress during prolonged breaks, including breaks of in- person schooling due to the pandemic.

**2**. Why it is important:

Identifying “Missed learning” skills will help you plan and develop strategies to reinforce regressed knowledge and skills as well as teach your learners at an appropriate level when they return to school. If missed or regressed learning is skipped, children will find difficulties to follow the new lessons**.**

**ACTIVITY**

Write down 5 steps you will take to identify the missed and regressed learning in your children.

1. …………………………………………………………….
2. …………………………………………………………….
3. …………………………………………………………….
4. …………………………………………………………….
5. …………………………………………………………….

(Share your ideas)

**STEPS TO TAKE**

* Check where learners left off.
* Check what they still remember
* Prioritize what needs to be revised or learned.
* Consider individual learner’s needs
* Decide to cover that missed/regressed learning based on the time materials that are available to you.

***NOTE:***

*The more concrete your planning is, the better.*

*It is ideal if you can start before the school year/term begins, or immediately upon return from the closure.*

*Now, consolidate your ideas with the following.*

***SOME MORE STEPS TO CONSIDER***

1. *Did your learners take a test or exam at the end of the previous term? If yes, you can review those results to help guide you on the areas that were not well mastered. If no, try thinking of other ways that can help you identify missed or regressed learning.*
2. *For incoming learners who are new to your class, ie they were not in your class before the closure; contact the teachers who taught them during the previous term. Ask those teachers about end of term tests, what materials they did not cover, and the top three learning gaps they expect these learners to have.*
3. *Also do the number 2 above for teachers who will be taking over your previous learners.*
4. *Note that not all subjects and all learners experience learning loss equally.*
5. *Use quizzes and questioning to gauge what learners remember.*
6. *Apply inclusive strategies. It may be the case that marginalized learners may have more learning loss than their counterparts.*
7. *Ensure you have filled up the gaps caused by the missed/regressed learning before you get on to the new curriculum content.*

***ACTIVITY***

*As you begin to prepare for the school reopening, reflect on your last experiences with your learners. Revise your scheme of work and record of work covered, begin to fill the table below;*

*Content covered Knowledge forgotten Skills that worsened*

*before closure. during school closure during school closure*

1. *……………….. 1. …………………… 1. ………………*
2. *………………. 2. ……………………… 2. ………………*
3. *………………. 3. ……………………… 3. ……………….*
4. *…………….. 4. ……………………… 4. ………………*
5. *……………. 5. ……………………… 5. ………………*

*You will give the teachers this template to help them set strategy for specifically identifying regressed learning.*

***USING FORMATIVE ASSESSMENT***

*Formative assessment is not a new concept to any of us. Use 2 or 3 words to describe formative assessment.*

***4 STEP PROCESS***

***1. INTERPRET:***

*Review evidence to determine learner’s progress towards learning goals and success criteria. Use the evidence to identify the gap between where the learners are and where they are supposed to be. Interpreting evidence is not a single event but part of the ongoing process throughout instruction.*

***2. ACT:***

*Teacher determines and initiates appropriate next step. These may not be the same for all learners and must take into consideration each learner’s readiness, interest, and learning preferences****.***

***3. ELICIT:***

*Engage in a learning event or activity that prompts and generates evidence of learning. Evidence should be tightly aligned to the learning goals and guided by the success criteria. Consider individual learners’ needs, interests, and learning styles when deciding how to elicit evidence so that learners can demonstrate their understanding in different ways to meet the successes criteria****.***

***4. CLARIFY:***

*Determine learning goals, or what learners need to know by the end of the lesson. (Competences) Establish success criteria, or the evidence teachers and learners use to determine how learners are progressing towards learning goals.*

*Those represent the process of developing a formative assessment. The steps are not in order. Read through them and use the numbers 1,2,3,4 to put them in their right order. Post your order in the chat box. Answer; Clarify, Elicit, Interpret, and Act.*

***IMPORTANT TO NOTE:***

* *When you get back to teaching, you will be looking to immediately identify 2 things:*

1. *What instruction or academic learning was missed.*
2. *What learning is incomplete/regressed.*

* *For instruction that was missed, you will be looking at parts of the curriculum that was not covered.*
* *To understand what covered or partially covered curriculum learners have forgotten, implement the Formative assessment process in the beginning week for all subjects.*

***FURTHER TIPS***

* *If a great deal of learning was missed, it may not be feasible or even recommended to try to cover all in the normal way you usually teach. You will need to prioritize the most important parts that learners need to know to continue with their next phase of learning.*
* *The Formative Assessment process (Clarify, Elicit, Interpret and Act) as explained in the reflection above is a deliberate process used by teachers during instruction. It provides actionable feedback that is used to adjust ongoing teaching and learning strategies. It keeps your learners’ learning on track towards a learning goal and allows you to better individualize learning based on learner need.*

*Formative Assessments are part of the learning and serve as practice for the learners, checking for understanding, and providing a benchmark for teachers to guide their decision making around future classroom instruction.*

*We have focused on beginning of the school year, but Formative Assessment can and should be used throughout the year to keep up to date with children’s learning progress.*

Session 5:

# Session Title: Implementing Hybrid Learning Strategies

**SESSION DURATION: 1.5 HRS.**

## IMPLEMENTING HYBRID LEARNING STRATEGIES

Planning for adjustments to your teaching and learning strategies to support student learning both during their return to school, no matter what form that takes.

* **OBJECTIVES**

By the end of this session, you will be able to:

1. Define hybrid learning.
2. Determine what type of knowledge and skills need to be covered in face to face learning and what can be done by students independently.

* **REFLECTION**

How to catch up on missed or regressed student learning and, at the same time, not fall behind with the regular school year curricula? Sounds like an impossible task we have ideas for you! Identifying (multiple) strategies to cover lost learning will be especially necessary if students are not spending as much time attending in-person schooling this coming year (or not due to schools not reopening or opening but then closing again).

You have probably already started to formulate some ideas about how will catch students up in this new term, and how you might deal with less face-to –face time with students. Do a freestyle brain storming below:

How to catch up on learning

If this applies to you: Perhaps your school has already set plans in motion to help avoid further marginalizing of vulnerable children returning to school. Write in any plans or policies which you know of for assisting students:

* Remedial programs:
* Tutoring curricular or testing requirements:
* Extracurricular activities:
* Other:
* **CONTENT**

This sub-module focuses on the concept of hybrid learning as a best practice to respond to the current situation for teaching and learning. You might also hear the term blended learning being used. A combination of in-person and a remote learning (does not even have to require any digital learning element) will be key for helping your students to catch up outside of school/regular school hours. Regardless of whether you or your school has a formal plan in place for addressing catching up or (partial) remote learning, the practical tips and strategies for working with families, other teachers, and student groups to maximize the possibilities to support students are covered in sub-module 3.3.

In the previous sub-module, you looked at identifying lost learning. Addressing skill gaps, incomplete learning, and misconception is a necessary and natural part of the teaching and learning process. Unfinished learning can lead to remediation or pull-out interventions that serve to further isolate students from accessing their grade-level content-this is how unfinished learning sometimes leads to opportunity gaps.

Addressing missed and regressed learning in a constructive manner is therefore essential in response to COVID-19 school closures. Keeping in mind the techniques of identifying learning gaps (session 3.1.2) and applying formative assessments (3.1.3), you will need to adapt your classroom to make up for the lost time and ensure your students catch-up on core and foundation skills, especially around numeracy and literacy, which are likely to be the most difficult subjects for returning students.

It is important to recognize that it will be difficult to catch-up on all learning material while keeping students engaged and motivated. Therefore, prioritize what missing knowledge and skills are most important to catch up on, without overwhelming yourself and them. It is important that you do not merely skip ahead to where you should be in the curriculum at the point of re-entry.

**Five key ingredients of hybrid learning**:

1. **Instruction**: Your role as a teacher who facilitates the hybrid learning is equally important. Make sure to allocate time to support the students which require it the most, even if it is on the phone or with physical distancing. Make sure to share your feedback as general comments to all, as many may face similar questions or issues. Organize supporting feedback and provide as handout.
2. **Remote content**: Ensure that the content is accessible to all your students and that it allows new learning (so is leveled slightly above the current knowledge and skills of students) and ties to the curricular learning objective. It may be delivered via the internet, mobile phones, television, or radio. If students do not have access, provide them with a hard copy.
3. **Collaboration**: Create ways for students to collaborate with each other remotely or to engage with members of their household. Working with others can help students learn and stay motivated. (see more on engaging with parents and collaborative student learning in 3.3.2. and 3.3.2)
4. **Reference materials:** As far as possible, provide students with supplementary reference materials either through the content itself or through additional learning materials (such as take –home learning packets, homework assignments: related to TV/radio programs, games, projects).
5. **Assessment:** Ensure the is a way to conduct both formative and summative assessments (see key Terms at beginning or Module 3). Ensure that such assessment includes open ended questions for students to show their reasoning.

* **TO DO**

Consider what content should be learned at school (which is difficult to address through remote learning) and what content or exercises could be done by students at home or in extracurricular activities.

To help you visualize this, fill out the Venn Diagram below:

**Step one:** List the type of activities which students are best able to do at home.

All remote learning should also be linked to the classroom learning.

Remote learning also needs to be monitored and students need to receive feedback on it.

What are best practices of homework you have experienced?

**Step Two:** List the types of content and exercises which students can best complete face-to face (through in-school learning) what support is necessary from you for students to continue learning from home?

**Step Three:** List the types of exercises which could be done in either setting.

|  |  |  |
| --- | --- | --- |
| Exercises that are best done through remote learning | Exercises which can be done in either setting | Exercises that are best done face-to -face |

Consider the following while making the lists:

* What competencies do I want to develop through this exercise? Is it rather social competencies or knowledge-based competencies?
* How much face to face time will you have with students?
* How much workload can students take home per week?
* Ask students which activities the feel comfortable to do alone?
* Will students have ways to ask for help when they feel stuck during this exercise?
* Can this exercise be completed without needing additional help/access to resources?

You will most likely need to come back to this exercise once students are back at school and you’ve had more of a chance to assess their lost learning. At that time, you should consider the following:

* Do students have sufficient knowledge to tackle this exercise if it’s a remote learning assignment?
* Incorporate student choice into assignments and classroom activities.
* Enable students to make suggestions about what and how to learn.
* Include formative assessment activities to check on each topic’s learning progress throughout the year.

Tip: Include students in this process of moving towards a hybrid learning model. When students are given a voice, they will feel included and mote intrinsically motivated to complete a task, and they will feel more responsible to overcome difficulties along the way.

We will look at more planning for hybrid learning with concrete activity suggestions in the following sessions.

3.2.2. WHAT COULD MY HYBRID LEARNING PLAN LOOK LIKE?

* OBJECTIVES

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

1. Identify the critical steps in the back-to –learning planning process.

2. Determine how to plan hybrid learning effectively.

* REFLECTION

Consider your usual day-to-day teaching practices:

Do you create your own lesson plans? Yes/No

If yes, how far in advance of a lesson do you do this?

If no, how far in advance of a lesson do you review/prepare?

Do you assign homework? Every day / Every week / Occasionally / Rarely

Do you encourage /monitor any student learning groups / extracurricular learning activities? Yes / No

If yes, then list some examples

What does your content review process look like? For example, do you review prior learning at the beginning of each day? Of each week? At the end of a unit before moving on to the next lesson? How do you do that review?

* CONTENT

Remote learning can be high tech, for example, by learning through radio, television, online, and phone (or application) based instruction. But it can also be low tech as through homework packages prepared by schools, and delivered or picked up by parents or students to complete at home. Remote learning was used in most countries during the COVID-19 lockdown.

**Hybrid learning approach**

The hybrid learning approach is often considered most effective than one method alone. The role of the teacher is crucial in this process. You need to plan ahead, to divide tasks as face-to –face or remote. You need to think about what facilities students have at home.

To prepare for effective learning by combining in-person and remote learning you need to ensure:

1. engaging content
2. opportunities for interaction with teachers and peers, and
3. support for students. In the previous session you began to think how to divide learning and exercise between in-person and remote approaches. An additional step to take in the design of your Hybrid learning approach is to consider the Cues and Prompts in the template below:

*Pedagogical Practices – Think about:*

* Who is “in charge” of the learning?
* Learning that reflects the needs, interests and abilities of all students.
* Learning opportunities that are authentic and based on real world issues.
* Learning intentions and success criteria that are clear and understood by all.
* Using a variety of assessment strategies and opportunities.

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

Notes:

Learning partnership

DAY 3:

Sessions 1 & 2:

# Session title: Assessment

**Session duration:** 45 minutes

**Competence**

The teacher:

1. Identifies the assessment type to be applied to improve learning in the context of the new normal using any three of the activities provided.

**Session development:**

|  |  |  |  |
| --- | --- | --- | --- |
| Competences | Step | Facilitator’s Activities | Participant’s Activities |
| Teacher identifies the assessment type to be applied to improve learning in the context of the new normal. | 1 | Brainstorms on importance of assessment | * Generates ideas on the importance of assessment * Evaluates responses from other participants |
| 2 | Does mind mapping on the types of assessment | Picks out one of the strategic activities and demonstrates the type of assessment involved in it |
| 3 | Summarizes the mind maps | Presents their mind maps in the plenary session |

**Activities for evaluation of learning:**

1. Which type of assessment is most suitable during classroom instruction?
2. How can the teacher know the level of learner’s achievement so as to prepare remedial lessons?
3. Are you able to make your own activity to differentiate between the types of assessment?

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

6.**0            Appendices**

* Assessment presentations on Internet
* Reports on National assessment in Uganda and other countries
* Reports on Early grade reading assessments in Uganda and other countries

6.**1              Session notes**

* + Presentation notes
  + Training Programme
  + Further references

# Session title: Assessment

**Session duration:** 1hour 15 Minutes

**Competence**

The teacher:

1. Develops the appropriate assessment tools to collect information on missed or regressed learning upon return to school.

**Session development:**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Step | Facilitator’s Activities | Participant’s Activities |
| Teacher develops the appropriate assessment tools to collect information on missed or regressed learning upon return to school. | 1 | Enlightens participants on the principles of assessment | Discuss the syllabus coverage |
| 2 | * Puts participants in groups * Moves around to guide the participants | * Develops and presents content frameworks for one topic * Develops and presents test frameworks for one topic |
| 3 | Moderates the constructed items | * Constructs and presents items on the agreed syllabus coverage * Develops guidelines for focus group discussions with learners |

**Activities for evaluation of learning:**

1. How does the content framework eliminate teaching content which is not on the curriculum?
2. Are you able to set your own items to assess your learners?
3. What can be done to improve on your assessment skills?

**Self-evaluation:**

1. Strengths:
2. Weaknesses:
3. Way forward:

6.**0            Appendices**

* Assessment presentations on Internet
* Reports on National assessment in Uganda
* Reports on Early grade reading assessments in Uganda

6.**1              Session notes**

Presentation notes

Session 3:

# Session Title: The Role of Head Teachers as Pedagogical Leaders in the context of the ‘new normal’.

**Duration:** 1:30 hours

**Background:**

This session will provide participants with an overview of major functions of pedagogical leaders in the context of the new normal. It is meant to help head teachers and teachers as leaders to ensure improved learning. Indeed, pedagogical leaders play a leading role in the teaching and learning process; hence the need to understand gender dynamics and related issues that have the potential to undermine the learning experiences especially of girls and those with special leaning needs.

**Session Competences:**

Participant:

* Illustrates an understanding of the concept of leadership and its importance
* Identifies core functions of leadership required in the context of COVID-19
* Demonstrates effective leadership skills and practices during this era of the new normal
* Demonstrates strategies for effective implementation of Gender Responsive Pedagogy
* Identifies innovative ways of creating Gender Responsive learning environment

**Content:**

* Understanding leadership
* The concept of leadership
* Importance of leadership
* Core functions of leadership
* Key leadership skills and practices
* Gender Responsive Pedagogy (GRP)
* Description of GRP& Why GRP?
* Characteristics of learners expected back to school after reopening
* Components of Gender responsive pedagogy
* The role of pedagogical leaders in implementing gender responsive pedagogy.
* Gender responsive learning environment
* Gender responsive Policy environment
* Physical environment
* Psychological/individual attributes
* Teachers’ development/skills and
* Parental engagement.

**Methods:**

Plenary presentations, pair discussion, question and answer, think-pair-share**,** cooperative learning groups**,** scaffolding**,** brainstorming

**Instructional materials:**

Flip charts, markers, masking tape.

**Facilitation procedure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Duration** | **Step** | **Competences** | **Facilitator’s activities** | **Participant’s activities** |
| 10mins | 1 | Participant  Illustrates an understanding of the  concept of leadership and its  importance | Asks participants to describe what leadership is all about  Asks participants to share their views with the whole group | Each participant describes the concept of leadership on chat  Participants share their views |
| Guides participants to brainstorm on the importance of leadership in the new normal | Participants brainstorm on the importance of leadership in the new normal |
| 15mins | 2 | Identifies core functions of leadership required in the context of COVID-19 | Asks participants to identify core functions of leadership activities  Asks participants to display their written views  Displays the core functions of leadership | Each participant identify one key core function of leadership  participants display their views for the whole group  Participant notes the core functions of leadership |
| 15mins | 3 | Participant  demonstrates effective leadership skills and practices during the era of the new normal | Guides participants on how to demonstrate effective leadership skills and practices | In groups, participants demonstrate effective leadership skills and practices |
| 25mins | 4 | Participant  identifies strategies for effective implementation of  Gender Responsive Pedagogy | Asks participants to brainstorm on the characteristics of learners expected back to school after reopening  Displays a picture of different types of learners.  Displays the characteristics of learners expected.  Asks participants to think of how best can the teaching/learning process be done.  Introduces Gender Responsive pedagogy by outlining:  Definition  Why a gender responsive pedagogy?  Components of Gender responsive pedagogy is displayed using pictures/ drawings/illustrations.  Guides participants to identify strategies for effective implementation of GRP  Asks participants to discuss the teacher’s role in implementing gender responsive pedagogy. | Participants brainstorm on the characteristics of learners and teachers expected at school.  Describe the learners as per the illustration.  Participants take note  Each participant gives a justification for the proposal given  Participants provides a description and takes note of the importance of GRP  Participants take note  Participants provide strategies for effective implementation of GRP  Participants discuss the teacher’s role in implementing gender responsive pedagogy |
|  |  |  | Asks participants in small groups to do the following activities:  How do you create a climate for outstanding learning in school and out of school?  How do you create a culture of collaborative enquiry with students and teachers learning together during new normal?  What changes are necessary to improve learning during the new normal?  How do you ensure a focus on the science, craft and art of learning during the new normal? | In small groups participants:  Discuss ways of creating a climate for outstanding learning in school and out of school  Discuss ways of creating a culture of collaborative enquiry with students and teachers learning together during new normal  Discuss ways of ensuring changes necessary to improve learning during the new normal  Discuss how to focus on the science, craft and art of learning during the new normal? |
| 25mins | 5 | Identifies innovative ways of creating gender responsive learning environment | Participants are asked to share their own understanding identify innovative ways of gender responsive learning environment  An understanding of gender responsive learning environment is given | Participants share their understanding of a gender responsive learning environment  Participants take notes |
| Displays Components of gender responsive learning environment and ask participants to reflect   1. Gender responsive Policy environment, 2. Physical environment, 3. Psychological/ individual attributes, 4. Teachers’ development/skills and 5. Parental engagement. | Participants reflect on each components of gender responsive learning environment**.** |

**Facilitators’ Notes**

**Key Leadership Skills and Practices**

1. **Self-development:** Leaders should always learn something new continuously. e.g. acquiring digital skills during this new normal through online videos or short, online trainings, learning how to work with difficult people, or how to motivate someone who is difficult to motivate.
2. **Team development**: Leaders need to work together with team members to develop and achieve intended goals. The leader’s job is to facilitate the process.
3. **Strategic thinking and acting:** Schools today must remain nimble and responsive to change, hence, need for strategic thinking to be the most highly effective leaders. Leaders need to think about the best route to get to the outcomes that exceed the expectations for the people they serve.
4. **Ethical practice and civic-mindedness:** Leaders set the standard for teams based on their values.

The things you talk about and you do, allow all to become part of your team’s culture. If you’re talking about ethics and doing the right thing all the time, your team will pick up on that.

What you value gets valued by your team.” ***According to Bringle and Steinberg (2010), “a person who has the capacity and desire to work with others to achieve the common good” is civic-minded***

1. **Innovation:** Innovation is a good way for leaders to change things and try something new which sometimes leads to great ideas and better methods.

Leaders need to create an environment in which people feel psychologically safe to try something new, see how it goes, and even fail

The best leaders are the ones who are constantly learning and figuring out how to fill the gaps and develop skills that are the most meaningful to them.”

**Gender Responsive Pedagogy:**

Gender responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. It enables teaching and learning materials, methods to be selected appropriately.

**Characteristics of learners and teachers at the time of re-opening of schools:**

Learners:

Grown up learners – adolescent

* Child mothers
* Orphans
* Frustrated
* Low interest
* Advantaged - *those who have been learning during lockdown*
* Disadvantage - *those who have not been learning during lockdown*

Teachers:

* Frustrated
* Low interest
* Financially broken
* Financially stable
* Skilled

**Why GRP?**

* Teaching and learning process that pays attention to the unique learning needs of girls and boys
* Understanding the different learning needs of all learners (girls/boys, learners with special needs)
* key to help them to achieve their full potential which is an important factor in their social progress.
* takes account of a gender approach in teacher planning, preparation, organization and reflectionImprove the gender responsiveness of teaching methodologies and school environments.
* Enable the individual girls and boys to exploit their full potential.
* Revert gender bias and gender-based discrimination in the teaching and learning activities and classroom interactions.
* Enabling teachers to create classroom environment that is gender responsive

**Components of GRP**

* Gender-responsive Lesson Planning
* Gender-responsive Teaching and Learning Materials.
* Gender-responsive Language use in the Classroom
* Gender-responsive Classroom Setup.
* Gender-responsive Classroom Interaction

**The Safe Learning Environments Checklist:**

1. Observation of SOPs
2. Allow students to be openly expressive and encouraging to others.
3. **Celebrate student** work in different ways.
4. Building a violence free learning environment (adopting positive disciplining)
5. Effective community engagement initiatives
6. Create a rich school-based curriculum which will develop a whole round person
7. Building a sense of belonging

**Gender Responsive Learning Environment:**

A gender responsive school is one in which the academic, social and physical environment and its surroundings consider the specific and unique needs of girls and boys/men and women.

Creating a gender responsive school is everyone’s responsibility that is; the teacher, the learner and other key stakeholders.

**Components of gender responsive learning environment;**

1. Gender responsive Policy environment
2. Physical environment
3. Psychological/individual attributes
4. Teachers’ development/skills and
5. Parental engagement.

**a) The Gender Responsive Policy Environment:**

Pedagogical leaders need to know the gender responsive policies and guidelines that promote equitable access to education.

|  |  |  |
| --- | --- | --- |
| ***International level*** | ***National level*** | ***School based policy Checklist*** |
| * *UN-Convention on the Rights of the Child* * *Sustainable Development Goals(Goal 4 &5)* * *Education for all* * *Convention on Elimination of all Forms of Discrimination against Women (CEDAW)* | * *The Constitution of Uganda (1995* * *The Children (Amendment) Act (2016* * *The Education Act 13 (2008)* * *The National Child Policy (2020* * *Gender in Education Policy* * *Guidelines for the Prevention and management of teenage pregnancy* * *Guidelines on elimination of violence against children in schools* * *Vision 2040* * *National Development Plan III* * *The National Teacher Policy* * *MoH and MoES Guidelines on COVID -19* | * *Are the school based policies in line with the international and National laws and policies?* * *Are the school rules and regulations in line with the International and National policies?* * *What is the school policy on pregnancies? Is it in line with the National Guidelines?* * *What is the school policy on management of discipline in the new normal?* |

Also, pedagogical leaders should be able to build and make the school a gender responsive place for social development and learning, which is a fundamental right of the child according to the Uganda’s Children’s Act (as amended, 2016).

**How do you do that?**

|  |  |  |
| --- | --- | --- |
| ***Teacher*** | ***Student*** | ***Parents/community*** |
| *Review school-based policies to align with the International and national laws and policies that promote girls’ education*  *Integrate the children’s rights and responsibilities in the school program*  *Operationalize the policies in the school system*  *Disseminate policies and laws to students and community* | *Participate in the review of school-based policies and laws*  *Take up their responsibilities in line with the children’s rights*  *Advocate for gender responsive environment* | *Operationalize the policies through;*  *Change attitude towards the education of the girl child*  *Change the negative practices that hinder girls from attaining education*  *Support girls to attain their potential to the fullest.* |

**b) A Gender Responsive Physical Environment:**

The physical environment of the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn.

A gender responsive physical environment makes students feel safe, respected and cared for.

**Components of a gender responsive physical environment:**

1. School infrastructure
2. School neighborhood
3. School climate

**Checklist of the gender responsive physical environment**

|  |  |
| --- | --- |
| *School infrastructure* | * *Does the school have a fence?* * *Does the school building have ramps for students with special needs?* * *Does the school have walk ways?* * *Does the school have separate latrine/toilet facilities, washrooms, changing rooms and facilities for students with special needs?* * *Does the school have an accessible water source?* * *How accessible and safe is the water source to the girl child?* * *Does the school provide hand washing facilities?* * *Does the school have an incinerator?* * *Does the school have play grounds for boys and girls?* * *Is the school compound talking with gender responsive messages (messages on prevention of pregnancies, child marriages, violence against children, HIV) & COVID-19 messages?* * *Does the school have shades with fruit and other trees?* |
| *School neighborhood* | * *Is the neighborhood safe and friendly for all learners?* * *Is the school in good terms with the neighborhood?* * *Is the neighborhood conducive for learning?* * *Is the neighborhood accountable to the wellbeing of the school?* |
| *School climate* | * *Are the school norms, values and expectations promoting social, emotional and physical safety of learners and pedagogical leaders?* * *Do the learners specifically the girls and learners with special needs feel safe and supported?* * *Is the school community engaged and respected?* * *Do pedagogical leaders model empathy?* * *Do pedagogical leaders and learners contribute to the care of the school environment?* |

**Gender Responsive Pedagogy:**

A gender responsive pedagogy is a teaching and learning process that pays attention to the unique learning needs of girls and boys. Understanding the different learning needs of all learners (girls/boys, learners with special needs) is therefore key to help them to achieve their full potential which is an important factor in their social progress.

Gender responsive pedagogy takes account of a gender approach in teacher planning, preparation, organization and reflection. The lesson planning, lesson delivery, classroom management and performance evaluation should be gender responsive.

**Why a gender responsive pedagogy**

1. To improve the gender responsiveness of teaching methodologies and school environments.
2. To improve the outcome of quality teaching and learning by enabling girls and boys to exploit their full potential.
3. To revert gender bias and gender-based discrimination in the teaching and learning activities and classroom interactions.
4. To enable teachers in creating a classroom environment that is gender responsive.

**Components of gender responsive pedagogy:**

1. Gender-responsive Lesson Planning.
2. Gender-responsive Teaching and Learning Materials.
3. Gender-responsive Language use in the Classroom
4. Gender-responsive Classroom Setup.
5. Gender-responsive Classroom Interaction.

**Gender Responsive Lesson Planning**

Teacher’s preparedness is important in the teaching and learning process. Consistently unprepared teachers cannot address the unique needs of learners during lesson delivery. Equally, students respond to teachers who are prepared with the knowledge, skills and delivery techniques needed.

Gender responsive teacher planning therefore includes preparing gender responsive content, teaching-learning approaches and methodologies or strategies, teaching-learning materials, resources and lesson planning and delivery that is gender/inclusive in nature

**Checklist for gender responsive content;**

* Does the curriculum acknowledge and mention any gender issues that may relate to the course subject matter?
* Does the content and exercises integrate gender concepts and a gender perspective?
* Does the content reflect an inclusive and participatory approach?
* Does the content promote equal participation of girls, boys and special needs students?

**Guide on gender responsive content preparation**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | * *Identify all the stereotypes and misconceptions amongst the students towards the subject/learning area and compile facts to demystify them.* * *Identify all the complex concepts that might discourage girls to continue learning that particular subject matter and simplify them when preparing.* * *Tease out the relevance of the topics to the different needs of girls and boys so as to be able to make the subject engaging, interesting and relevant.* * *Re-arrange and organize the content according to the cognitive abilities of the girls and boys to facilitate breaking down the content into simplified concepts and the respective delivery steps.* * *Relate the content to the different needs of girls and boys as well as their respective environments to enable generation of a variety of examples and engaging activities.* * *Draw a scheme of work that is gender responsive. A scheme of work should include not only academic learning areas of a particular subject, but also the related psycho socio sessions that address the individual girls and boys needs/issues.* * *After internalizing the content, compile a list of learning areas and topics to be covered over a period of time (course outline/planner).* * *Distribute the course planner to the boys and girls at the inception of the new term and explain to them why you’re giving it to them.* * *Encourage the girls and other vulnerable learners to interest themselves in the subject content, research on the expected areas/topics and to be covered* |
| ***Expected Learner’s activities*** | * *Identify beliefs and fears on the subject/ learning area (STEM subjects)* * *Share and discuss the beliefs and fears for the subject/ learning area with peers and parents.* * *Share respective dreams regarding subject* * *Interest themselves in the course planner provided.* * *Consult and discuss with any teacher they feel free with about the fears and beliefs towards the subject.* * *Adapt a positive attitude towards the subject.* * *Adapt a positive attitude towards the teachers for that subject/learning area.* * *Attend all the planned lessons.* * *Make it a point to participate in all the planned activities.* * *Apply the knowledge acquired in day-today living* * *Reflect on attendance, participation and what can change due to the knowledge acquired* |

**Gender responsive lesson Plan:**

A lesson plan is one of the tools a teacher uses in the teaching and learning process without it, it’s like going to the garden without garden tools. It is extracted from the syllabus and scheme of work. A gender responsive lesson plan therefore, is that plan that considers the unique needs of girls, boys and students with special needs.

**Gender responsive lesson plan template**

|  |  |  |
| --- | --- | --- |
| ***Lesson Framework*** | ***Description*** | ***Notes*** |
| *Class/Topic:* | *What topic are you covering?* |  |
| *Instructional Objectives and Learner Competencies* | *At the end of the lesson, what information and skills do you want all students (girls, boys, special needs students) to demonstrate or exhibit?* |  |
| *Activities/ Methodology* | *What activities will students participate in to meet the objective or gain the competencies? What methodologies will you deploy?* |  |
| *Gender Lens* | *What specific steps will you take to ensure the needs of all students, boys and girls, are met?* |  |
| *Evaluation/ Assessment:* | *How will you know if every student (girls, boys and Students with special needs) mastered the competencies? How will you know which students achieved the competencies and which did not? (See Formative/Summative Assessment below)* |  |
| *Life Skill Application:* | *How will the skill taught or knowledge gained apply to students’ lives outside of class?* |  |

|  |  |  |
| --- | --- | --- |
| **LESSON STAGE** | **EXPLANATION OF EACH STEP** | **TIME ESTIMATE** |
| Warm Up/ Review | 1. *Create an activity that reviews previously learned content to begin a new lesson.* 2. *Create an activity to focus on the topic to be taught.* 3. *Create an activity that actively represents and involves students in a gender responsive way. 5* | *5 -10 min* |
| Introduction | 1. *Create an activity to focus students’ attention on the new lesson.* 2. *Describe the purpose by stating and writing the objective on the board.* 3. *Describe the content and benefits by relating the objectives and competencies to students’ own lives.* 4. *Assess students’ prior knowledge of the new material by asking questions and writing their responses on the board.* 5. *Provide a gender lens or analysis to the activity.* | *5 -10 min* |
| Presentation (Whole-Group) & Active Engagement Strategies | 1. *Create an activity to introduce new vocabulary.* 2. *Provide key concepts and introduce new information with a variety of strategies using visuals, song, video, description, explanation, written text.* 3. *Check for level of students’ understanding or comprehension by asking questions, using non-verbal hand signals, etc* 4. *Ensure that both boys and girls are engaged in the process and presentation* | 30 min |
| Practice & Application (Differentiated Instruction) | 1. *Model the activity or skill that students are to practice.* 2. *Differentiate the activity for high, average, and low-level students* 3. *Monitor students’ practice by moving around the room.* 4. *Provide an immediate feedback of the activity to students.* 5. *Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives.* 6. *Provide an activity to transfer the skills to a new situation.* 7. *Apply the lesson to the lives and realities of both boys and girls.* | 30 - 40 min. |