<u>**Final Project Report**</u>

A. Identifying information

Project: Sociocultural Professional Development of the Teachers at Buziga Islamic Theological Institute and its Affiliate Schools
Implementer: Uganda National English Language Teachers' Association
Award Number: SUG50018GR0048
Project Period: September 28, 2018 – September 30, 2019
Contact Person: Rogers Ssemogerere – UNELTA President
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Report compiled by: Liberty Christopher – Monitoring and Evaluation Officer

B. About the project

Project summary

Uganda National English Language Teachers' Association (UNELTA), with support from the United States Embassy Kampala, is implementing a 1-year project for the professional for the development of teachers at Buziga International Theological Institute (BITI). Specific competence needs that are being addressed by the project interventions include, among others: teachers' limited esteem and confidence due to inadequate language skills; inadequate understanding of their learners' social backgrounds and cultural expectations; the need for alternative methods of motivation, reinforcement and punishment; limited career guidance and learner-achievement tracking techniques; gaps in learner-centered instruction (e.g. balancing teacher-talk and student talk times); limited or even distractive use of technology resources; limited motivation of teachers towards life-long learning, which also limits the curiosity of learners to become lifelong learners outside classroom; and limited personal socioeconomic development of teachers which impacts on their esteem and confidence to be proud of the teaching profession.

The project is being implemented through a series of training and reflection sessions, each with 10 presentations or workshops. Between training sessions, participants engage in peer observation practices and are support-visited by UNELTA. The mentorship project explores 21st century teaching methods and techniques as well as professionally accepted school practices tailored to the school context.

Project strategic objectives

Strategically, the project aims at:
1. Ultimately increasing English language competence necessary for strengthening teachers' and young people's career and economic opportunity
2. Increasing educational achievement by creating a sustainable friendly, diversity-conscious teaching and learning environment where learners and teachers will have the esteem and confidence to reach their full academic and career potential
3. Contributing to global social cohesion through managing sociocultural and religious diversity

C. Summary of major activities during the quarter

a) Content development writeshop

UNELTA conducted a content-development writeshop which developed the sessions which were eventually delivered at the introductory training. It was decided that the first training would focus on two subthemes: (1) personal and professional development for teachers and (2) learners' behavior management. The intention was to first impact on the teachers' self-esteem and perception of the teaching profession, as well as their relationship with their learners. The second training will then advance to include sessions on content and learning management.

Please find annexed the handouts from the content that was developed.

b) Introductory training

The introductory training was conducted on February 9 and 10, 2019 at the Buziga Islamic Theological Institute. The training was attended about 50 teachers and administrators of Buziga Islamic Theological Institute. The sessions over the two days were delivered by UNELTA trainers and Carly Vogelsang, the English Language Fellow who is based at Nkumba University. The guest speaker from the Ministry of Education and Sports was unable to attend the training, and since it was a last-minute cancelation, we were unable to find an alternative. In their evaluation, the participants felt the intervention is worthwhile and timely.

c) Monitoring Support

UNELTA held a reflective meeting with the BITI team to chart the most appropriate ways of monitoring and supporting the participants' journey of change in respect to the project intervention. The monitoring and support visits was conducted to provide a basis for the next training which will be conducted around end of May or early June 2019.

d) Trainings

UNELTA conducted interactive training sessions at BITI to enhance professional development of teachers at the target school. Attached are annexes for the trainings conducted.

e) Monitoring and Evaluation

One of the objectives of the project is increasing educational achievement by creating a sustainable friendly, diversity-conscious teaching and learning environment where learners and teachers will have the esteem and confidence to reach their full academic and career potential

The project's purpose is to improve sociocultural and professional development of the teachers at Buziga Islamic Theological Institute. A key priority to support its implementation is strengthening monitoring and evaluation (M&E) systems and conducting support visits to track skills implementation. This will, in turn, monitor the project's progress towards expected outcomes (purpose level).

D. Reflections and Lessons

a) The enthusiastic participation during the sessions indicated that there is considerable eagerness for teachers to improve their personal and professional wellbeing through continuous professional development programs. This eagerness needs to be quenched through continuous engagement with these teachers.

b) Being a duo-curriculum school (theological and academic curricula), Buziga Islamic Theological Institute provides an opportunity for knowledge generation and transfer across the curricula even for the UNELTA trainers.

c) Conducting training sessions which bring together primary and secondary school teachers provides an opportunity for peer learning and transfer of knowledge. For the trainers, it provides an extra layer of challenge to appeal to the needs of teachers at both levels.

d) The theology teachers expressed interest in subscribing to UNELTA, even when they use Arabic as their medium of instruction. UNELTA will review the types of membership to accommodate non-English medium teachers who are interested in, solely, continuous professional development.

Monitoring Procedure

The project team conducted an M&E and support visit with the teachers and administrators under review. The engagement's purpose was to ascertain the learning from the trainings which have been conducted by UNELTA trainers. The approach to M&E was twofold: participants were asked to complete a form with a set of questions and later engaged in semi-formal oral discussions with the UNELTA visiting team.

In terms of positive impact, majority of the interviewed participants noted positive impact as shown below to the impact question:

Very high impact	44%
High impact	50%
Some impact	6%
Low impact	0%
No impact at all	0%

Recommendations

a) BITI should continue to conduct continuous professional development (CPD) sessions at a regular basis and create portfolio for teachers who participate in CPD sessions. Some teachers requested to be given a chance to facilitate CPD sessions in and outside the school

b) BITI should also motivate teachers who exhibit change after the CPD trainings and or sessions

c) BITI should improve ICT systems in the school including establishing school Wi-Fi and an Information Management System.

d) BITI should consistently organize academic competitions like Debates, Quran recitals, Essay writing and other extra-curricular activities that foster critical thinking and creativity

e) BITI should establish a teacher run savings and credit scheme to foster financial literacy amongst staff

f) BITI should establish a rigorous induction and orientation for new teachers to ensure that they appreciate the school's vision, mission and objectives. Furthermore, the school can establish a mentorship program where new teachers can be mentored by other teachers into the school system

g) Establish clear job descriptions for teachers and appraise teachers regularly based on their performance

h) BITI to support a reading culture amongst learners and teachers through several activities including establishing and equipping the reading club. This should through intentional activities and structural adjustments

Change stories

Before UNELTA trainings, I used to teach the class as a whole, not minding and catering for learners' differences. After attending UNELTA trainings, I have learnt to identify learners that need special attention and this has enabled me to teach better **Eve Nakayembe, BITI teacher**

Before the trainings, my only focus was on students' marks with no concern about learners' challenges and how marks are produced, after the trainings I developed interest in my learners and some of their challenges in learning. I have now established a good teacher-pupil relationship and now they consult me often **Obwalatum Paul, BITI teacher**

The projector and speaker were only used for showing movies but after UNELTA trained our teachers, teachers come to request to use these gadgets to facilitate learning in classrooms **Deputy Teacher, Primary Section BITI**

Before the trainings, teachers used to write set their examinations by writing on papers. The secretaries were type setting them until UNELTA trained them. Nowadays, the teachers type their exams and notes. In addition, teachers especially science teachers have begun making their practical subjects more interesting for learners **Head Teacher, Secondary Section BITI**

Gaps to be filled by next training
The gaps the participants felt could still be filled during the last training included a more sufficient workshop on reinforcement and punishment, deeper focus on teamwork amongst teachers, and tailoring trainings to cater for all teachers in the nursery, primary and secondary section

Continuous Professional Development Program for Teachers of Buziga Islamic Theological Institute and its Affiliate Schools

Introductory training – February 9 & 10, 2019

Participants' workshop manual
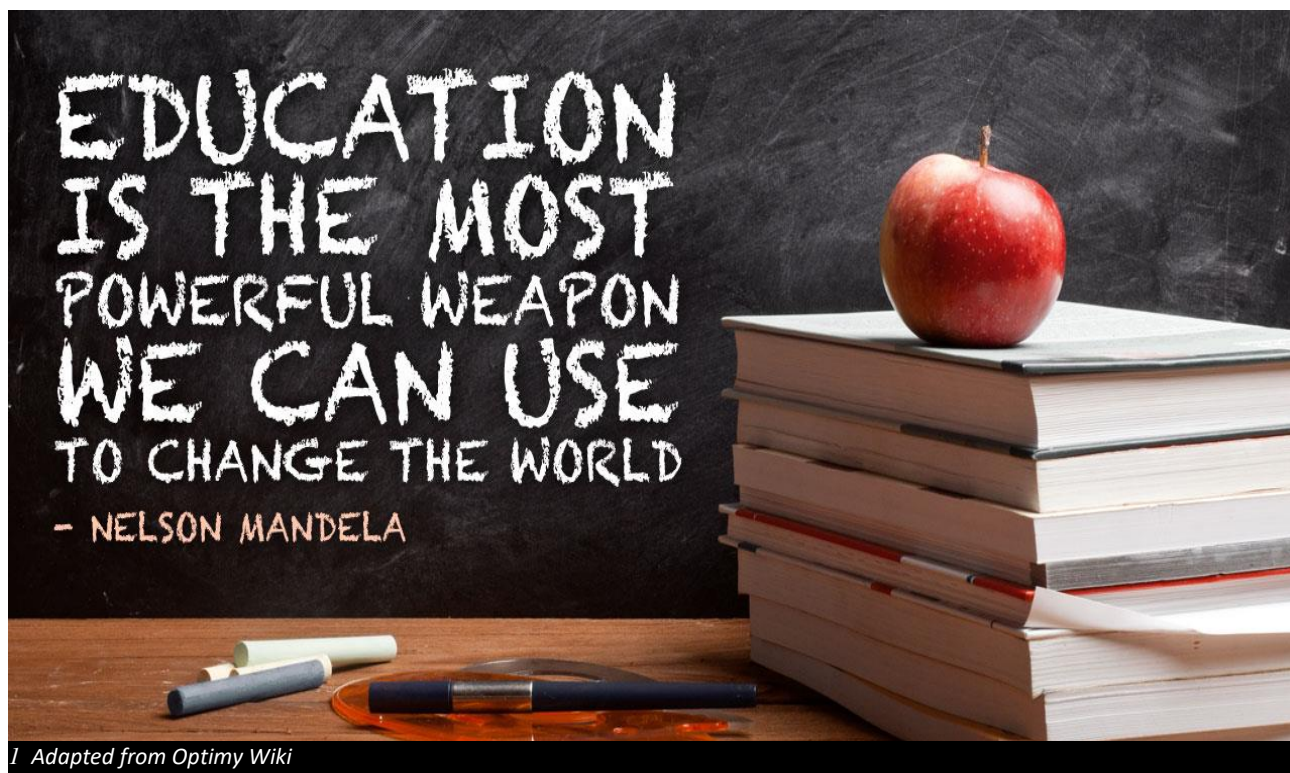
1 Adapted from Optimy Wiki

UGANDA NATIONAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION
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Website: www.unelta.org

Handout 1: Program

Training Schedule		
Day 1: February 09, 2019		
A.	**Day 1 thematic focus: The Teacher and the Teaching Profession**	
Time	**Session**	**Facilitator**
8:30 – 9:00	Arrival and registration	UNELTA / BITI
9:00 – 9:10	Introductions	BITI UNELTA - Rodney
9:10 – 9:40	Welcoming remarks	BITI
	Opening remarks	UNELTA - Qassim US Embassy – Ann Nambi
9:40 – 10:00	Project overview	UNELTA - Amoni
10:00 – 10:30	Break tea	All
10:30 – 11:45	Basic financial literacy for teachers (teacher income vs expenditures; managing resources; etc.)	UNELTA - Amoni
11:45 – 13:00	Lifelong learning opportunities and benefits (21st century teaching trends)	UNELTA - Catherine
13:00 – 14:00	Lunch	All
14:00 – 15:30	Reflecting on and improving teachers' esteem and confidence in the teaching profession	UNELTA - Pandrah & Liberty
15:30 – 16:50	Becoming an all-round teacher: Balancing work and personal/family/social time	UNELTA - Aida & Carly
16:50 – 17:00	Closing remarks; admin; departure	UNELTA; BITI
Day 2: February 10, 2019		
B.	**Day 2 thematic focus: Learners' behavior management**	
8:30 – 9:00	Arrival and registration	UNELTA / BITI - Shiphra
9:00 – 10:30	Introductory session: Defining the learner (Expectations; Learning styles; Teacher-learner relations: general boundaries and lee-ways)	UNELTA - Rodney & Dallen
10:30 – 11:00	Break	All
11:00 – 12:00	Identifying learners' social and educational needs	UNELTA - Joseph
12:00 – 13:00	Strengthening learners' esteem and confidence	UNELTA - Florence & Parvin
13:00 – 14:00	Lunch	All
14:00 – 15:30	Alternative positive and negative reinforcement methods	UNELTA - Qassim
15:30 – 16:30	Effective large class management: knowledge, skills and values	UNELTA - Hillary & Shipra
16:30 – 17:00	Closing remarks; admin; departure	UNELTA / BITI

Handout 2: **Project overview**

As teachers, our learners' and our own educational achievement is determined by the quality and motivation we have to diligently perform our duty. Whereas teaching-learning contexts change with time, in Uganda there are limited opportunities for us, teachers, to continuously enhance our teaching competence and social motivation once we graduate from teacher training institutions. As a result, there is a tendency to "teacher as one was taught", irrespective of a difference in context. In many cases, our motivation is rather low, and our esteem in comparison with other professions is not competitive. There is, therefore, a need to strengthen our confidence in the teaching profession, ensure that we financially sustain ourselves. One of the ways to do this is by engaging in continuous professional development training programs.

The Uganda National English Language Teachers' Association (UNELTA), with support from the US Embassy Kampala, will implement a 1-year mentorship project for the Pedagogical Social Professional Development of 50 members of the teaching staff of Buziga Islamic Theological Institute and its Affiliate Schools. We will conduct 4 training and reflection sessions, exploring 21st century teaching methods and techniques as well as professionally appropriate school practices. Between training sessions, participants shall engage in peer observation practices and receive support visitors from UNELTA. The training sessions will focus on three broad thematic areas that are key to educational achievement and teacher wellbeing:

1. Content and learning management: this will focus on educational materials development and identification, content delivery, classroom management, constructive evaluation, learners' academic progress tracking, managing large classes, balancing teacher-talk and learner-talk, and basic technology resources for content development, delivery and assessment.

2. Learners' behavior management: this will focus on identifying learners' social needs, strengthening learners' esteem and confidence, building integrity and responsible citizenship, alternative positive and negative reinforcement methods, and basic career guidance skills.

3. Personal and professional development for teachers: this will focus on improving the teachers' esteem and confidence in the teaching profession, basic financial literacy, lifelong learning opportunities and benefits, and balancing work and personal/family/social time.

Strategic Objectives

Strategically, the engagement aims at:

4. Increasing educational achievement by creating a sustainable friendly teaching and learning environment where learners and teachers will have the esteem and confidence to reach their full academic and career potential

5. Increasing teachers' personal and professional development through enhanced financial literacy and lifelong learning skills

6. Contributing to global social cohesion through building integrity and responsible citizenship among teachers and learners

7. Ultimately improving English language competence necessary for strengthening teachers' and young people's career and economic opportunity

Handout 3: **Basic financial literacy for teachers (teacher income vs expenditures; managing resources; etc.)**

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Session focus

In this session, we will review our incomes and expenditures; and identify ways to increase the incomes and reduce the expenditures. We will not take any notes – just reflect and devise ways to improve our socioeconomic stand!

Activity

Materials:
1. 2 watering cans
2. 2 funnels
3. 2 jerrycans – 3 litres
4. 10 litres of water
5. 2 stop clocks (1, using the "laps" function, should work)

Procedure:
Handling
2 participants will volunteer to fill up the jerrycans with water using the funnels. 1 of the volunteers will use an inverted funnel, while the other will use a "rightly" placed funnel. Start the stop clock as they begin filling their jerrycans. Stop the clock (or lap) and record the time when the first jerrycan fills up and then when the second does.

Expected result
The jerrycan on which the funnel has been placed with the thinner end facing down should fill up first. The wide funnel end should even hold some water. On the contrary, the second jerrycan may or may not fill up, and the inverted funnel will not hold any water.

Take-home Lesson
Equate the top end of the funnel to incomes and the lower end to expenditure. When the wider end is on top, there will be more income than expenditure, and vice versa. The difference, therefore lies in being able to keep the funnel rightly place, gathering resources in the jerrycan.

Reflection and Discussion

Reflection
Each participant reflects on and lists their top-end (income) and narrow-end (expenditure) situations and opportunities. Their list will determine whether their funnel is inverted or placed right.

Discussion
Participants will share ideas on how to achieve a top-wide-end and bottom-narrow-end situation.

Step 3: Myths around money and the teaching profession
- Let us list the beliefs/myths we know about money and the teaching profession
- Facilitator shares some myths
  o You can't get rich when you're a teacher

- One has to choose between teaching and money – you won't have both

Presenter: Catherine Nansobya
General Secretary, UNELTA
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Format of Workshop
- Introduction
- What are the qualities of a good teacher?
- What is continuous professional development?
- Which lifelong learning opportunities are readily available to educators?
- Creating an effective CPD plan
- Group share and debrief - reflection

Quote:
"Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future." ~ Brain Tracy

Activity 1

What are the qualities of a good teacher?
Form groups of 4-6, briefly discuss the key characteristics of a good teacher. Create your list of the key characteristics of a person you consider to be a good teacher, and choose 1 person to present.

A good teacher is …
- Reflective
- a critical thinker
- A problem solver
- Creative
- Flexible
- Resourceful
- Knowledgeable
- Objective
- Curious
- Collaborative
- Patient
- Self-motivated
- Open minded
- A learner
- HAPPY!

Reflection!
How many of these qualities do you see in yourself? Note them on a piece of paper.
Then do the same for these you would like to develop.

Activity 2
Continuous Professional Development
Let us brainstorm on:
1. How we can support teachers refine their teaching?
2. What are the qualities of a lifelong learner?

Lifelong Learning is defined as "all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social perspective".

Quote
"Wisdom is not a product of schooling but of the lifelong attempt to acquire it." ~ Albert Einstein

How are a lifelong learner and a good teacher connected? They are all normally:

- Curious
- Self-motivated
- Open minded
- Critical thinker

- Reflective
- Creative
- Problem solver
- Adventurous

- Interactive
- Active
- Flexible
- Focused

How is lifelong learning a 21st Century trend?
"The man who graduates today and stops learning tomorrow is uneducated the day after." ~ Newton D. Baker

Essential 21st Century skills for educators: the 4Cs
1. Collaboration
2. Creativity
3. Communication
4. Critical thinking (problem-solving)

We will watch a video at this point, and thereafter reflect as follows:
1. What is CPD according to the speaker T?
2. Which lifelong learning opportunities are shared in the video?
3. What role does technology play in lifelong learning?
4. What are your major takeaways from the video?

What is a Professional Development Plan (PDP)?

Quote:
"He who fails to plan is planning to fail." ~ Winston Churchill

Professional Development Plan is a written document used to focus, evaluate and prioritize profession development activities.

Why a Professional Development Plan? It is important because it is a tangible reference tool with a visual outline helping us to identify our current and future needs, specific to-do items and the resources needed to achieve our career goals. It is a structured plan and timeline

Steps in creating an effective Professional Development Plan

STEP 1:	Self-analysis	**STEP 5:**	Set Action items	**STEP 9:**	Revision
STEP2:	Goal setting	**STEP 6:**	Resources	**STEP 10:**	Track progress
STEP 3:	Research	**STEP7:**	Deadlines		
STEP 4:	Decision making	**STEP 8:**	Execution		

Group share and debrief – let's reflect on our time during this session:
- Did you find this workshop informative?
- What were major takeaways?
- How do you plan to continuously develop yourself and the teaching?
- What challenges might you face?
- What support might you need to embark on this endless journey?

Questions?

Quote
"Success is nothing more than a few simple disciplines, practiced everyday" ~ Jim Rohn

Handout 5: **Reflecting on and improving teachers' esteem and confidence in the teaching profession**

Introduction and setting the scene
This introduces participants to the trainers and to each other. It enables us to get to know each other and our existing knowledge and what to expect from the course. It helps to create a safe learning space that encourages participation.

Introducing yourself

1. What is your name?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
2. What is your current work role there?
……………………………………………………………………………………………………
……………………………………………………………………………………………………

3. What are your expectations of this course?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Respond to these questions:

4. What is your overall confidence as a teacher at BITI

N.B; Rate your confidence on a scale of (Tick)

☐   0 = not confident

☐   5= Moderately confident

☐ 10=Highly confident

5. What affects teachers' esteem and confidence?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
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……………………………………………………………………………………………………
In your groups, discuss and come up with a scenario assigned to your group
Select a team leader to oversee the activity in your group
Select a secretary to write the agreed definition
Select a member to present your response before the participants

(Class scenarios or descriptions of a young graduate from University on his/her first day in class, a confident teacher, an un confident teacher and an over confident teacher from the groups formed and how they can/ could have become better teachers. Participants will present during the session)

Activity: Mini-debate

7 participants will volunteer, where 4 will debate for and or against the motion whereas the other 3 will be judges. The motion states: *This house believes that a teacher should feel well rather than do well in the teaching profession*

Post test

Please respond to these test questions

Questions I would like to ask
………
………
………
………

I need more clarification from the trainers on this:
………
………………………………………………………………………………………………………
………
………………………………………………………………………………………………………

Presenters:

Carly Vogelsang
English Language Fellow, Nkumba University

Birabwa Aida
Uganda National English Language Teachers' Association

Presentation Overview

This presentation will focus on mapping the keys to self-awareness unlocking personal freedom. Knowing who we are enables us to discover the things that fulfill us in life. Bearing these things in mind is the most influential factor in determining the opportunity cost of our choices at the expense of the neglected alternatives.

We all have a number of roles in our lives, different areas or capacities in which we have responsibility. Each of these roles is very important, an imbalance however arises when we sacrifice too much, get consumed by work and neglect personal health, family responsibility, social responsibility, recreation and lots of precious relationships in our lives I the name of professional success or vice versa.

Highly effective people however live deliberately knowing that they are products of their own choices. When we are aware of exactly who we are, where we want to be, and the goals ahead of us to achieve (when we have a clear vision/end in mind), we then get to put all our talent, decisions, visions towards achieving that end.

Objectives

By the end of this presentation, participants should be able to;

1. Discover that personal happiness is a choice.

2. Identify the primary things that should take up most of their time.

3. Identify the key roles in their lives. (self-awareness)

4. Allocate their time in a more realistic and meaningful way. (Adopting a tool that eases time management, the key to career and social fulfillment.)

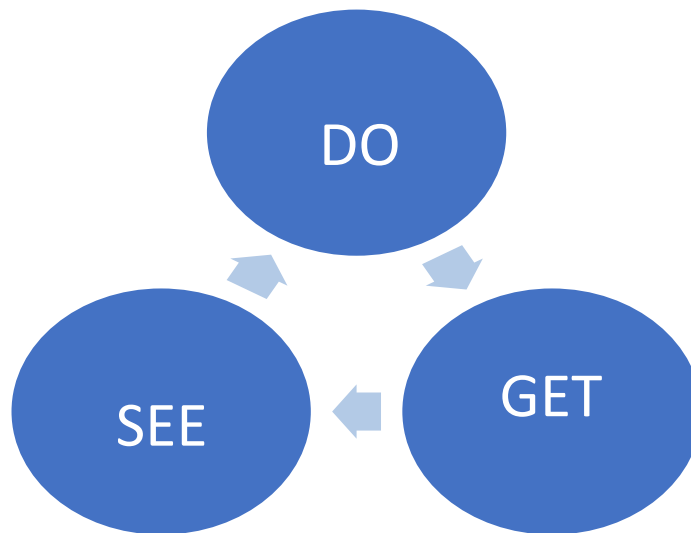5. Identify and Avoid or Recover from Professional Burnout

1. **HAPPINESS, PEACE; A CHOICE.**

   ''Happiness comes when you stop complaining about the troubles

   you have, and thank Allah for the troubles you don't have''

COMMON PARADIGM: 'YOU' are responsible for my happiness.

EFFECTIVE PARADIGM: 'I' am responsible for my happiness.

*''Happiness depends upon ourselves''* Aristotle

ACTIVITY: GROUP WORK

Task:

1. Do a character assessment of a student in your class that is popular for being naughty/stubborn/impossible. List at least five of his or her traits.

2. Do a character assessment of the same student in your class that is popular for being naughty/stubborn/impossible, but this time think about how his/her follow classmates seem him/her. List at least five of his or her traits from the other students' points of view.

Facilitator:

> *''We perceive through our senses…. a person, a situation or an event, and we project our mental models- our fears, backgrounds and experiences-unto that perception. This often results in cognitive errors, which mean we judge and respond incorrectly.'' ~ Elizabeth Thornton*

MORAL: If only we can have a paradigm shift for all that we see, we would stop to exist but live.

STIMULUS   RESPONSE

Choice
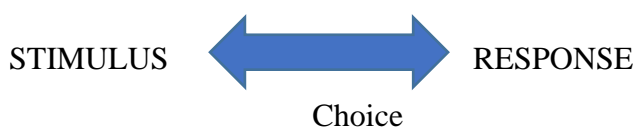
2. <u>**Identify the Primary Things that Should Take Up Most of our Time**</u>

TASK. Pair work

List activities that could fit in any of the quadrants below.

In which quadrant do you spend most of your time?

Q.1 URGENT AND IMPORTANT	Q,2 NOT URGENT, IMPORTANT
Emergency meetings Last minute deadlines Pressing problems Unforeseen events	Preparation Prevention Planning Relationship building Re-creation Values clarification
Q.3 URGENT NOT IMPORTANT (Distractions) Needless interruption Unnecessary reporting Irrelevant meetings Other people's minor issues Unimportant emails, WhatsApp notifications, phone calls, status posts, etc.	**Q.4 WASTE (NOT URGENT, NOT IMPORTANT)** Trivial work Gossip Avoidance activities Excessive T.V, Gaming, Recreation, Relaxation.

MORAL.

''Losing time is the worse than death, as losing time keeps you away from Allah and the hereafter, while death keeps you away from the worldly life and people'' ~ Ibn Al-Quayyim

3. **Identify the key roles in one's life (Self-awareness)**

TASK; INDIVIDUAL ASSIGNMENT

Define the various roles/persons in your life. What would you like them to say in their speech at you your retirement party? What are you going to do differently or continue to do to achieve such tribute statements?

Key Role: Husband/Wife   **Tribute Statement**   **Actions**

Key Person: spouse's name
    Supportive   ??????/

DAY/WEEK/MONTH/ YEAR PLANNER

TIME/ DAY	6:00-7:00 am	7:00am-9:30am	9;30-10: 30am	10:30-11 :00am	11:40-12 :20pm
MON	Greetings, Pack Breakfast			Text message	
TUE					
WED					
THUR					
FRI					
SAT					

SUN					

4. **Allocate their time in a more realistic and meaningful way**
(Adopting a tool that eases time management, the key to career and social fulfillment.)

Concern Vs Influence:

The nature of things that concern us fall in 3 categories;

    (i)   Some of the things we face concern us directly (involve our behavior)

    (ii)   Others concerns indirectly (involve other people's behavior)

    (iii)   Some minimal others involve factors we have no control over.

- What then falls in the nature of what we can influence?
- Take charge, the initiative to create circumstances
- Act or be acted upon
- Listen to your Language
- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- Seek first to be understand, then be understood
- Synergize
- Sharpen your own saw.

5. **Recognizing Professional Burnout and how to avoid it or recover from it**

Burnout definition:
a) Exhaustion and fatigue
- when you dread getting out of bed every morning.

b) Extreme graveness
- not smiling, not laughing

c) Anxiety
- the "should" feeling

d) Being Overwhelmed
- Having so much to do you can't even start

e) Loss of Creativity, Imagination, Patience
- no longer having the ability to problem solve

f) Isolation
- withdrawing from coworkers, friends, family

g) Engage in escapist behaviors
- too much TV, too much eating, too much smoking, too much drinking

h) Feel hopeless

i) Physical symptoms
- elevated heart rate, getting sick more often

Tips for avoiding Burnout

a) Foster Positivity
   • Search out positive people. Make sure you aren't always complaining. People need to express their negative emotions but make sure that isn't all you're expressing.
b) Create Realistic to Do lists
   • You can't do everything. Everything cannot be perfect.
c) Accept that there are things you cannot change
d) Leave Work at Work
   • While this isn't always possible don't take work home everyday. Give yourself a break from your job.
e) Try Something New
   • In or out of the classroom. Boredom is a huge contributor to burnout. Make sure that you giving yourself fun challenges. Doing something new also creates new pathways in the brain. Also, when you learn something new it helps you identify with your students.
f) Have a positive release
   • Exercise is one of the best positive releases you can do for yourself. It doesn't have to be strenuous exercise, even just basic stretching for 20 minutes can make a huge difference. Other ideas: time for reflection and prayer, a hobby, reading something for fun and not for work,
g) Get plenty of Sleep
h) Celebrate why you became a teacher

How to recover from Burnout
a) Identify the cause. What cause you to become burnout
   • Use the five W technique to discover the cause of your burnout. If you know why you became burnt out it is easier to fix
b) Focus on the basics
   • Check your health. Your body might need some time and some help to recover
c) Take a vacation or leave of absence (if possible)
   • Even if its is just for a long weekend. It doesn't have to be long.
d) Reassess your goals
   • Are your goals realistic? Are you doing too much? Maybe you need to change some of your goals so that your expectations are closer to reality.
e) Don't be afraid to say no
   • Sometimes "no" is seen as a bad work, but it isn't. Saying no is a form of taking care of yourself. And something to remember is that "no, I can't" is a complete sentence. You have to take care of yourself is you want to be able to help your students.
f) Practice Positive Thinking

Burnout Self-Quiz: Take this quiz to see if you are at risk for professional burnout.

15 Statements to Answer

Directions: Respond to each statement with Not At All, Rarely, Sometimes, Often, or Very Often

1. I feel run down and drained of physical or emotional energy.
2. I have negative thoughts about my job.
3. I am harder and less sympathetic with people than perhaps they deserve.
4. I am easily irritated by small problems, or by my co- workers and team.
5. I feel misunderstood or unappreciated by my co- workers.
6. I feel that I have no one to talk to.
7. I feel that I am achieving less than I should.
8. I feel under an unpleasant level of pressure to succeed.
9. I feel that I am not getting what I want out of my job.
10. I feel that I am in the wrong organization or the wrong profession.
11. I am frustrated with parts of my job.
12. I feel that organizational politics or bureaucracy frustrate my ability to do a good job.
13. I feel that there is more work to do than I practically have the ability to do.
14. I feel that I do not have time to do many of the things that are important to doing a good quality job.
15. I find that I do not have time to plan as much as I would like to.

Calculate My Total

Not at all = 1
Rarely = 2
Sometimes = 3
Often = 4
Very Often = 5

Add the scores for all of your answers together for a final score

Final Score Interpretation

15-18 No sign of burnout here.
19-32 Little sign of burnout here, unless some factors are particularly severe.
33-49 Be careful – you may be at risk of burnout, particularly if several scores are high.
50-59 You are at severe risk of burnout – do something about this urgently.
60-75 You are at very severe risk of burnout – do something about this urgently

REFERENCE:

Steven R. Covey. The Seven Habits of Highly Effective People

Defining a learner

Who is a learner? (Let us learner by characteristics)

What type of learners do we want?

NB: *In order to achieve what we want, we have to be intentional, aiming at particular results*. We need to clarify why we are in school/class?

The learner is why we are here.

Understanding my learner

How much do I understand my learner in terms of…?

	I understand them very well	I somehow understand them	I understand some of them	I do not care to know
Their interests				
Where they come from				
Their family background				
Whether they are sick or not				
Whether they have had breakfast or not				
Dreams& goals				
Weaknesses and strengths				

Question: Why anyway, must I, an ordinary teacher care about all these?

It is because they affect learning/our desired results

One important aspect of knowing your learners is considering how they learn/their learner styles

According Howard Gardner, some of the learning styles we might find in our classrooms are:

Kinesthetic
Visual
Auditory

For the statements below, write V for visual, A for auditory and K for Kinesthetic learning styles accordingly

_____ 1. I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.

_____ 2. I take written notes and/or draw mind maps.

_____ 3. I would rather receive information from the radio, rather than read a newspaper.

_____ 4. I like to talk to myself when solving a problem or writing.

_____ 5. I need to write down directions so that I can remember them.

_____ 6. I like to move around. I feel trapped when seated at a meeting or a desk.

_____ 7. When recalling information, I can see it in my mind and remember where I saw it.

_____ 8. If I had to explain a new procedure or technique, I would prefer to write it out.

_____ 9 When talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me.

_____ 10. I need to see the person I am taking to in order in order to keep my attention focused on the subject.

_____11. If I had to explain a new procedure or technique, I would prefer actually demonstrating it.

_____ 12. I often exchange words, such as places or things, and use my hands a lot when I can't remember the right thing to say.

_____ 13. I remember things easier by repeating them over and over.

_____ 14. With my free time I am most likely to listen to music.

_____ 15. When talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support.

List 5 activities can a classroom teacher apply to the classroom to facilitate learning through the learning styles?

Reflection!

Reflect on the desired BITI graduate. Write one statement on how you contribute towards producing that desired graduate. *You CANNOT contribute to what you don't understand or subscribe to; so let's review our institution*

What is my role in this?

What is the BITI motto?

What is BITI's vision?

What is our mission?

What are the BITI core values/principles?

The 21st century learner/graduate
As the world keeps changing, we need to be ready to produce the 21st century learner/citizen who will be relevant in the world. We, therefore, ought to expose the learners to the **4Cs namely:**
   1. Collaboration and team work
   2. Communication
   3. Creativity and imagination
   4. Critical thinking

Qn: *What activities can a classroom teacher apply to the classroom to facilitate the learners' acquisition of the skills?*

Reflection
In pursuing the above, what is the relationship between the teacher and the learner? What are the general boundaries and the lee-ways?

Handout 8: **Identifying learners' social and educational needs – Social and Emotional Learning (SEL)**

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Workshop Objectives
Having attended this training, you should:
- Devise strategies to help all students benefit from the long-term learning that treats a student beyond getting marks.
- Equip teachers with ways of handling emotions of the learner in comparison with its effect on learning.

What is SEL?

CASEL (Collaborative for Academic Social and Emotional Learning) defines SEL as
process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Core values of SEL
▶ **Self-awareness**: *Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set."*
▶ **Self-management:** *Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.*
▶ **Social awareness:** *Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.*
▶ **Relationship skills**: *Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.*
▶ **Responsible decision-making**: *Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.*

Steps taken to integrate SEL in the learning process

1. Start the day with a check-in
2. Work in partnerships
3. Teach them in a group how to work together.
4. Nurture a culture of kindness
5. Give them new words to say. (Positive thinking)
6. Teach your learners how to manage conflict with peer mediation.
7. Practice lots of role-play.
8. Buddy up with an older or younger class.
9. Build community with teams.
10. Teach them to monitor their own progress.
11. Hold class meetings.
12. Make space for reflective writing.
13. Encourage expression through art.
14. End each day with a follow up/check out

After this workshop
- Whom will you share this with and why?
- What challenges are you likely to face, devise solutions?

<u>**Conclusion**</u>
After the training, you are encouraged to implement what you have learnt in your school. Work in teams to observe each other's class and provide feedback to improve your performance. Practice this to your best; He that's open to learning is open to success and He that hates learning is open to failure.

<u>**References**</u>
Blogging sites
www.cde.ca.gov
McGraw-Hill Education (5 Guiding Principles of Social and Emotional Learning)
www.casel.org
www.weareteachers.com

About the facilitators
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Vocabulary Preview

Terms	Definition
Esteem	To recognise the worth of a person or thing/ respect and admiration.
Confidence	A feeling or belief that you can do something well or succeed at something.
Motivation	Psychological factors that determine how much effort learners are willing to apply to accomplish or learn something.
Personal traits	Particular qualities in someone's character
Self-worth	A feeling that you are a good person who deserves to be treated with respect.
Reflection	A thought, idea or opinion formed as a result of meditation

Introduction
Learners' esteem and confidence is an important factor in educational success. Building confidence in students is one of the most important steps educators and parents can take to ensure an atmosphere for learning. For example, if a child is suffering from bullying, immediate steps must be taken to correct the situation and rebuild student self-esteem and confidence. Remember when a learner loses esteem and confidence, they may lose motivation in learning. The amount of self-esteem and confidence a learner possesses will affect every aspect of his or her educational goals.

Educators are looking at several questions:
a) How do you as (a teacher) build your confidence?
b) How do learners become confident?
c) How to identify learners with low self-esteem and confidence?
d) How teachers can strengthen learners' esteem and confidence?
e) Why is esteem and confidence important for learners?

Answering the above questions may or may not help in strengthening learners' esteem and confidence. Meanwhile, teachers need to engage learners in various self-esteem activities for learners. Many self-esteem activities for learners can be used including those that are used in an individual as well as classroom setting. By boosting self-esteem and confidence in learners, children who may come from less than desirable home settings can learn skills that foster a sense of community and respect.

Session focus
In this session, we will focus on how teachers can help learners build their esteem and confidence. It will also focus on how teachers can vary teaching approaches and techniques to help facilitate learning for a wide variety of students and student needs. For example;
-   Using different types of language; formal, informal, social, academic etc.

- The creation of procedures which allow students to take responsibility for their own learning.
- Using a wide variety of content; which may depend on the purpose of the activity. For example, the content may be related to social needs, survival needs, academic needs etc.
- The use of different group sizes for different kinds of tasks, from whole class to small group to pair activities.

1. **How do you as (a teacher) build your confidence?**

   You will brainstorm together with the facilitators on how teachers can build their esteem and confidence. This could take about 4 minutes.

2. **How do students become confident?**

   Activity Four of you will be asked to give answers to same stated questions and you will be required to give four different responses.
   A) There must be a correct answer, an alternative answer, a wrong answer and an answer not connected to the question.
   B) Later, the facilitators shall take you through different responses the teacher can give a learner whose answers are wrong so as to build his confidence and esteem rather than lose it.

3. **How to identify learners with low self -esteem and confidence?**

   Images segment – (Read these questions before viewing)
   You will be asked to gather the following information from these images………
   - What is going on in the pictures?
   - Briefly talk about the kind of learners in the pictures.

4. **How to strengthen learners' esteem and confidence?**

   You will be asked to get into groups of 10 and discuss in 5 minutes how a teacher can help to build and strengthen learners' confidence. You will choose a representative in the group who will make a presentation in 2-3 minutes to the rest of the members.

5. **Why is esteem and confidence important for – Learners**

   Esteem and confidence is an important factor in educational success. Building confidence in learners is one of the most important steps educators and parents can take to ensure an atmosphere for learning. During this session, you will brainstorm points on the importance of confidence to both the learners and the teacher and then the facilitator will add on. (This will take 5 minutes)

Summary discussion
After the training, you are encouraged to implement all that you have learnt in your schools. Work in teams to observe each other's class and provide feedback to improve on your performance. Practice this to your best; *Admiration and respect of oneself is the best feeling ever.*

References
https://www.merriam –Webster.com
https://study.com-academy
www.wordpress.com

Handout 4**: Alternative positive and negative reinforcement methods**

Presenter:
Qassim R. Ssemogerere
Chairperson, UNELTA

<u>**Session Objectives**</u>

By the end of this workshop we will have:
- Made links between positive and negative reinforcement

- Listed the advantages of using reinforcement in a school context

- Identified the main stages of reinforcement

- Participated in a demonstration of applying reinforcement

- Reviewed your beliefs about teaching and reinforcement

- Reviewed the workshop and your expectations

- Made links between the Islamic & psychological perspectives of rewards.

<u>**Review**</u>

Pair Work
Discuss the definition of positive and negative reinforcement. Give a few real-life examples that you know/have seen.

Group Work
Your trainer will provide you with positive reinforcement scenarios. Discuss the six scenarios that show example/non-example pairs.
This exercise allows you to see the differences between examples and non-examples that have similar content.

Activity
In your group, think about a scenario in class or some other place and role play it to demonstrate an example of positive reinforcement.

Lead in
Pair work
Your trainer will provide you with strips of the process of positive reinforcement. Cut and glue the strips of the process of applying positive reinforcement effectively to the right and suitable order below:

1.

2.

3.

4.

5.

6.

7.

Group Work

For each behavioural problem listed below, write a positive reinforcement statement on a flip paper. You should assume that there are no other problems with the learner/employee and that they are good learners/workers. Also indicate what the expected change in behaviour should be.

a) An employee who leaves early from work.
b) A group of teachers who almost never smile at their learners.
c) A learner who has a high number of mistakes.
d) An employee/learner who has no initiative (is not creative).
e) A learner/teacher who does not want to perform a task according to a new procedure.
f) A learner who constantly talks back when given instructions.
g) A learner who is mostly out-of-seat.

Rhode, Jenson, and Reavis (1992) provided a well-defined model for reinforcement in the classroom. This model, presented in Figure 1.1. in Appendices is an excellent summary of reinforcement contingencies.

<u>**Creating a reinforcement menu or list:**</u>

Be certain to select reinforcers that are age appropriate and not necessarily time-limited. Most important, do not deny students their basic rights (e.g. lunch, bathroom use, playground time) and then define these rights as positive reinforcers. At times, the use of a reinforcement list or menu can facilitate choosing a reinforcer that is meaningful to the child.

- You can provide a list of enjoyable or free time activities and ask the child to rank them by preference.
- You can ask the child what he or she might do with free time,
- where he or she might like to sit,
- what he or she might like to learn about,
- what kinds of activities make him or her feel needed, proud, and important in the classroom.
- Finally, one question to consider inquiring of every student is "What is the very best reward in this class that you could get for good work and behaviour?"

A reinforcement menu or inventory completed jointly by you and the child ensures that the former rather than the latter will occur. Sample reinforcement menus across grade levels appear in Figure 1.2. in Appendices.

<u>**Example**</u>

Ms. Adams met with Rashid when he was in her second-grade class to select some reinforcers that would increase his time on task. Rashid quickly offered several suggestions. He wanted time to look through

magazines about football, to read joke books, and to play with blocks. He also wanted time for drawing and art projects. Ms. Adams explained that each morning they would decide what assignments needed to be completed before break. When he completed the assignments, he could choose his reward. Ms. Adams also adapted the assignments. Rashid was expected to write in his journal, but he could answer the questions about his reading orally.

NEGATIVE REINFORCEMENT

Pair Work
what is your opinion about negative reinforcement in a school environment?
Write your opinion on a coloured note and pin it on the wall.

MODELLING AND SHAPING

Group Work
Discuss the meaning of modelling and give examples of modelling in a school context.
Discuss the meaning of shaping by giving clear real-life examples.
Write your responses on a flip paper and pin it on the wall.

Understanding Reinforcement through Hadith, Sunnah and The Quran

The Prophet Muhammad SAW had mentioned how a person's response is influenced by their consequences by saying that "A Mu'min will never fall in the same hole twice" (narrated by Al-Abu Dawud, and Al-Shaybani).

The ethical and emotional habits can be learned and trained. On a broader perspective, the concept of *Jannah* (paradise) and *nar* (hell-fire) is based on rewards and punishment principle. This is because, it is in human nature to try to seek pleasant feelings and avoid unpleasant stimuli. To a very pious Muslim, even receiving Allah's pleasure is rewarding enough and receiving Allah's displeasure is punishing enough.

According to Hadith Qudsi: "When Allah decreed the Creation He pledged Himself by writing in His book which is laid down with Him: My *mercy* prevails over my *wrath*." That is why a Muslim will receive ten (10) rewards for doing one (1) good deed but only 1 sin for doing one bad deed. Even better than that, a Muslim who has the *niyyah* (intention) to do a good deed will receive rewards whereas a Muslim who has the intention to do a bad deed will not receive sin before they actually do it.

There is also a *da'wah* principle that *al-targhib* (making people feel good) should be prioritised before *al-tarhib* (making people feel fear) when promoting Islam which is in line with the psychological concept to prioritise reinforcement over punishment.

For a Muslim, just by having faith that he or she will receive rewards, *Jannah* (paradise), or Allah's pleasure can be a positive reinforcer. Similarly, just by having faith that they will receive sins, *nar* (hell-fire), or Allah's displeasure can be a punishment to a Muslim who has faith that Allah will always accept *tawbah* (repentance) for His servant (if he or she asks for it seriously and sincerely) it can act as a negative reinforcer (alleviating the feel of guilt that can lead to anxiety and depression) for Allah is Most Merciful and Most Compassionate.

Glossary **30 min**

Remind the participants of this activity, which they can complete at home if they wish.

Word	Meaning or translation
Positive reinforcement	
Negative reinforcement	
Modelling	
Shaping	
Hadith	
Sunnah	

Assignment
Receive assignment 1.7.
NOTE: The assignment shall be handed in on the first day of next workshop. (refer to the program for actual dates).

APPENDICES
Appendix A – Figure 1.1.

IFEED-AV rules	
Immediately	The I stands for reinforcing the student immediately. The longer the teacher waits to reinforce a student, the less effective the reinforcer will be. This is particularly true of younger students or students with severe disabilities. For example, reinforcer effectiveness is limited if the student has to wait until the end of the week to receive it.
Frequently	The F stands for frequently reinforcing a student. It is especially important to frequently reinforce when a student is learning a new behaviour or skill. If reinforcers are not given frequently enough, the student may not produce enough of a new behaviour for it to become well-established. The standard rule is three or four positive reinforcers for every one negative consequence (including negative verbal comments) that the teacher delivers. If, in the beginning, there is a great deal of inappropriate behaviour to which the teacher must attend, positive reinforcement and recognition of appropriate behaviour must be increased accordingly to maintain

	the desired three or four positives to each negative. The reinforcer can be a simple social reinforcer such as, "Good job. You finished your math assignment."
Enthusiasm	The first E stands for enthusiasm in the delivery of the reinforcer. It is easy to simply hand an edible reinforcer to a student; it takes more effort to pair it with an enthusiastic comment. Modulation in the voice and excitement with a congratulatory air convey that the student has done something important. For most teachers, this seems artificial at first. However, with practice, enthusiasm makes the difference between a reinforcer delivered in a drab, uninteresting way and one that indicates that something important has taken place in which the teacher is interested.
Eye contact	It is also important for the teacher to look the student in the eyes when giving a reinforcer, even if the student is not looking at him or her. Like enthusiasm, eye contact suggests that a student is special and has the teacher's undivided attention. Over time, eye contact may become reinforcing in and of itself.
Describe the behaviour	D stands for describing the behaviour that is being reinforced. The younger the student or the more severe the disability, the more important it is to describe the appropriate behaviour that is being reinforced. Teachers often assume that students know what it is they are doing right that has resulted in the delivery of reinforcement. However, this is often not the case. The student may not know why reinforcement is being delivered or may think that it is being delivered for some behaviour other than what the teacher intended to reinforce. Even if the student does know what behaviour is being reinforced, describing it is important. First, describing the behaviour highlights and emphasizes the behaviour the teacher wishes to reinforce. Second, if the behaviour has several steps, describing it helps to review the specific expectations for the student. An example is, "Wow, you got yourself dressed - look at you! You have your socks on, your shoes are laced, your pants are on with a belt, and your shirt has all the buttons fastened and is tucked in." This is much more effective than saying, "Good job dressing."
Anticipation	Building excitement and anticipation for the earning of a reinforcer can motivate students to do their very best. The more "hype" the teacher uses, the more excited students become to earn the reinforcer. Presenting the potential reinforcer in a mysterious way also builds anticipation.
Variety	Just like adults, students get tired of the same things. A certain reinforcer may be highly desired, but, after repeated exposure, it loses its effectiveness. It is easy to get caught up in giving students the same old reinforcers time and time again. However, variety is the spice of life for everyone. Generally, when teachers are asked why they do not vary their reinforcers, they indicate that it worked very well once. It is necessary to change reinforcers frequently to make the reinforcement more effective.

Appendix B – Figure 1.2

Reinforcement Menu: Kindergarten	Reinforcement Menu: Third Grade	Reinforcement Menu: Tenth-Grade Geometry
Main Courses • Play the piano • Paint • Look out of the window • Use the toys at the back of the room • Work with puzzles • Use model clay • Move a chair to another place • Choose a carpet piece to sit on • Use the computer • Cut and paste • Talk to a classmate • Drink • Hug • Use coloured chalk • Swing feet • Walk around in the back of the room • Watch a science video • Sing	**Main Courses** • Go to the library to work on a special project related to a study unit • Arrange the game shelf and pick a game to play • Listen to a story with earphones • Work in the art corner • Read and record a favourite story with expression and clarity • Work on scrapbook for history project using magazines in the room • Leave 5 minutes early for lunch • Be subject captain • Be in charge of taking attendance • Get a drink at any time without asking permission • Be in charge of passing out papers and other class materials • Be excused 15 minutes early to clean erasers and chalkboard	**Main Courses** • Challenge someone to a game of chess • Use the computer • Do extra credit problems to raise grades • Make up a quiz and give it to the class • Sit at the teacher's desk while doing homework • Prepare the bulletin board using display of student's choice • Write a letter • Read • Play charades • Discuss past or forthcoming athletic or social events • Have a creative exhibit period (i.e. show-and-tell for older students) • Be excused 15 minutes early to clean erasers and chalkboard
Daily Specials • Monday: Visit first grade • Tuesday: Finger paint • Wednesday: Play a game with teacher	**Daily Specials** • Monday: Watch a video • Tuesday: Use the computer • Wednesday: Be a group leader • Thursday: Add another piece to class mural	**Daily Specials** • Monday: Appear as a guest lecturer in another math class • Tuesday: Do a special crossword puzzle involving geometry concepts • Wednesday: Play a math game with another student

• Thursday: Make a mural • Friday: Use the computer	• Friday: Help plan the Friday group activity	• Thursday: Construct a special paper model using geometrical figures • Friday: Solve mysteries involving mathematical solutions

Figure 1.2. Sample reinforcement menu.

Literature

Toward Positive Classroom Discipline, 3rd ed. by H.F. Clarizio 0 1987. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ 07458. Figure 4.7.

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The Hadith and Sunnah

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Objectives
Having attended this training, you should:
1. Devise strategies to help all students benefit from the learning experience and find learning worthwhile.
2. Demonstrate techniques of handling large classes and not find them burdensome

In groups of seven, imagine you are in the market and answer the following questions:
1. How are such places physically organized? Are they effective in encouraging people to communicate with each other?
2. How is information in these places communicated? why do you think so?
3. What are the characteristics of such places?
4. Can effective communication take place in such places?
5. Does this place have a culture? If yes, what is it?
6. What are the typical behaviors of people in the market? What are the consequences of these behaviors?

Now Imagine a Classroom of 50-75 Students
1. Do you think some of the answers to the above questions apply to it? Explain your answers with specific examples.
2. What is the relationship between a large class and a market place?
3. What are the challenges of teaching a large class?

How to deal with a large class
1. Create class rules together with students at the beginning of the term with clear consequences if not followed. Endeavour to be consistent in effecting them.
2. Post class rules and behavior expectations in class to act as reminders while in lessons.
3. Students setting their own learning goals and the teacher constantly checking their progress, reminding them in class when they are going astray.
4. Re-arrange furniture to create a new accessible environment and always separate students from their friends.
5. Always leverage teamwork /group work to improve student collaboration and conflict resolution skills.
6. Know your students by name and character, call out randomly the stubborn and inattentive students to get them back on track.

7. Always give personal and group feedback to students to keep them interested in learning
8. Adopt learning strategies that suit your class, like power point presentations, roleplay, keep your lessons interesting and fun. You can come up with a routine of a dance song phrases, games your students always have before, during or after the lesson (ice breakers)
9. Discover reasons for negative behavior of students, postpone dealing with indiscipline cases after class to avoid affecting other innocent students.
10. Don't take student behavior personally, always appeal to their emotions and conscience through counselling them.
11. Encourage peer teaching among the students where the fast learners help the slow learners.
12. Invite colleague to teach with you in such classes Indiscipline can be minimized.
13. Proper planning, this entails how much content, the method of delivery to avoid downtime. Let the learners know the agenda of the lesson and you must follow it.

On returning to work after this workshop:
1. What have you learned?
2. Whom will you share this with and why?
3. Would you now take on a large classroom and why?

After the training:
- You are encouraged to implement what you have learnt in your school. Endeavor to work in teams to observe each other's class and provide feedback to improve your performance.
- Practice this to your best; He that's open to learning is open to success and He that hates learning is open to failure.