



University of  
Massachusetts  
Amherst

## The Gambia's Training Manual on Multi-Grade Teaching

Item Type	article;article
Download date	2026-06-17 17:22:03
Link to Item	<a href="https://hdl.handle.net/20.500.14394/7868">https://hdl.handle.net/20.500.14394/7868</a>



# THE GAMBIA'S TRAINING MANUAL ON MULTI-GRADE TEACHING

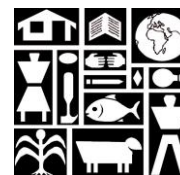


**Ministry**

**of Basic**

**& Secondary Education in  
Collaboration with the Learning Initiatives for Rural  
Education**

*World Bank Contract # 7145279*



**ABBREVIATIONS**

Abbreviation	Significance
LIRE	Learning Initiatives for Rural Education
CIE	Center for International Education
UMass	University of Massachusetts
SQUAD	Standards and Quality Assurance Directorate
CREDD	Curriculum Research Evaluation and Development Directorate
EFA	Education for All
NCNW	National Council for Negro Women
DOSBE	Department of State for Basic Education
TWG	Technical Working Group
MG	Multi-Grade

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	4
PREFACE.....	5

FACILITATOR'S NOTES.....	6
INTRODUCTION TO MULTI-GRADE.....	8
A : Getting to Know the Participants.....	9
B : An Introduction to the Action Research Approach.....	13
SECTION ONE: OVERVIEW OF MULTI-GRADE TEACHING.....	18
SECTION TWO: CURRICULUM ADAPTATION & PLANNING.....	34
SECTION THREE: TEACHING STRATEGIES.....	48
SECTION FOUR: CLASSROOM ORGANISATION & MANAGEMENT.....	59
A : Classroom Management Introduction.....	61
B : Management of Pupil Behaviour.....	63
C : Management of the Learning Process.....	67
D : Instructional Time Management.....	70
E : Classroom Organisation (Space and Furniture).....	73
SECTION FIVE: INSTRUCTIONAL RESOURCES FOR MULTI-GRADE.....	80
SECTION SIX: MONITORING, ASSESSMENT, & EVALUATION.....	91
SECTION SEVEN: FINAL TRAINING EVALUATION.....	108

## **ACKNOWLEDGEMENTS**

The development of this manual was supported through a contract from the World Bank-administered Bank-Netherlands Partnership Program (BNPP). World Bank Contract # 7145279. This manual is the result of a collaborative ongoing

effort between Gambian educators and the Learning Initiatives for Rural Education (LIRE) team both in The Gambia and at the Center for International Education (CIE), University of Massachusetts, Amherst (UMass). LIRE was funded by An accolade of gratitude goes out to the following writers/members of the technical committee and persons who made useful contributions to this manual who helped bring it to a final stage.

To the technical working group and writers from The Gambia, led by LIRE In-Country Coordinator, Emily Sarr and team members Mr Momodou Bamba Jeng, Director Standards and Quality Assurance Directorate (SQUAD); Mr Burama L.J. Jammeh, Director of Curriculum Research Evaluation and Development Directorate (CREDD); Mrs Isatou Nyang, Principal Curriculum Development Officer; Mr Muhammed Touray, Principal Education Officer Region 6; Mr Nakulang Ceesay, Senior Lecturer Gambia College; Mr Omar Baldeh, Senior Principal Education Officer CREDD; Mr Ousman Bah, Principal Education Officer CREDD; Mrs Isatou Ndow, Head of School of Education, Gambia College; Mr Matarr Baldeh, Project Manager Education For All project (EFA); Mrs Haddijatou Baldeh, Gender and Education Officer, Action Aid International; and Mr Omar Ndure, President Gambia Teachers Union.

The LIRE team from the CIE, University of Massachusetts namely; Rebecca Paulson, M.Ed, Paul St John Frisoli, M.Ed, Sarah Kahando, M.Ed, Alicia Fitzpatrick, MAT, M.S., and Karla Sarr under the supervision of Professor Jacqueline Mosselson, Ph.D., Professor Gretchen B. Rossman, Ph.D, and Dr. Mbarou Gassama Mbaye, Ed.D with the National Council for Negro Women (NCNW).

## **PREFACE**

Guided by the principles of quality assurance, equity and equality in education, the Department of State for Basic and Secondary Education (DOSBSE) is committed to ensuring these salient policy principles are followed and adhered to within the context of Education For All goals. Thus, the current focus on multi-grade schools falls squarely within the societal obligation to grant every child his or her right to education. Multi-grade classes have made it possible for many children in rural communities in The Gambia to exercise this right.

This training guide—and its companion; The Gambia’s Handbook on Multi-Grade Teaching—went through a process of development that was uniquely participatory and highly interactive. It was developed under the leadership of project <sup>1</sup>LIRE and the Technical Working Group in The Gambia (TWG). This manual was further enriched with inputs and contributions from education officials and teachers involved in the LIRE multi-grade program. TWG members were drawn from key stakeholders from within and outside the Ministry of Education. Members are seasoned curriculum developers and planners with years of experience in curriculum and materials development.

The Technical Working Group brainstormed and discussed thoroughly the contents of the training prior to agreeing on an outline. The document went through three stages of writing and editing between The Gambian and the UMass teams before its final version. This training manual references the handbook, which contains teachers’ work that was produced when this training was piloted.

It is anticipated that these materials will be of great use to teachers, teacher trainers, and others in the education system and will contribute to strengthening multi-grade teaching and learning in The Gambia.

## NOTES TO THE FACILITATOR

Multi-grade classes exist in The Gambia and throughout the world and have proven to be an effective means of promoting access to education while meeting the needs of differentiated learners. The government policy on education recommends multi-grade classes for class sizes that fall below the approved pupil teacher ratio of 1:45. In order to attain quality education we must train quality teachers and support them throughout their careers. Even where there are scarce resources, as there tend to be in schools in the rural areas, a well trained teacher can still ensure the success of his/her pupils.

Below are notes that explicate the format and methods of this training to assist you in your facilitation.

### *The Gambia's Handbook on Multi-Grade Teaching*

It is intended that The Gambia's Handbook on Multi-Grade Teaching is used as an accompaniment to this training. The Handbook is a resource for teachers to utilize during the training and to bring back to their classrooms. The training sessions and the Handbook follow the same sequence and teachers are encouraged to reference the guide throughout the training. You will notice that Handbook reference pages are provided throughout this training which will lead you and your participants to relevant content and actual examples of teachers' work.

### *Facilitator's Notes*

Throughout this training you will notice the symbol *F*: It is recommended that you follow the directions which ensue.

### *Training Format*

As stated previously, this training was designed and conducted as part of the LIRE pilot project. This training was facilitated over three months and the participants included teachers, head teachers, cluster trainers and cluster monitors. This unique mix of educators was in itself a multi-grade experience!

As the trainer, you will be required to make the necessary adaptations or modifications according to your participants. For example, cluster monitors might not be among your participants, therefore, you would omit their activities or you might consider adapting them for teachers.

Likewise, the timing in which you carry out these activities might be different than the timing available for your training. Some of the activities in this training require the teachers to return to their classrooms to implement new practices. If your training schedule does not allow for this structure, you will need to adapt the training accordingly.

### *Methods*

The training is facilitated to model effective multi-grade teaching. Therefore, there are whole-group activities as well as independent, pair and small group work. As stated above, this training does include activities in which teachers, head teachers, cluster monitors and cluster trainers learn together. Because of the different experiences of the participants, each section is organized to begin with activities that find out what participants already know and do. The activities then aim to build upon what the participants know and do, and lastly they are structured to apply the learned content to their teaching situations.

## INTRODUCTION TO MULTI-GRADE

**Objectives:** By the end of the section participants should be able to:

- Illustrate a challenge in their multi-grade classroom;
- Name five multi-grade themes and categorize challenges;
- Self-evaluate multi-grade competencies and identify training priorities;
- Explain the concept of teacher action research; and
- Demonstrate understanding of the action research cycle.

**Time:** 2 hours 5 minutes

**Sessions:**

### A. Getting to Know the Participants

- Activity 1: Storytelling
- Activity 2: Introduction of Thematic Chart
- Activity 3: Categorize Challenges into Thematic Categories
- Activity 4: Individual Inventory/Self-Evaluation
- Activity 5: Identification of Training Priorities

### B. An Introduction to the Action Research Approach

- Activity 6: Exploring Action Research
- Activity 7: Journal Reflections

**Materials:**

- |  |   |   |   |  |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Index Cards  | <input checked="" type="checkbox"/> Tape        | <input checked="" type="checkbox"/> H. 2 copies | <input checked="" type="checkbox"/> Flipchart of theme chart (activity 5) | <input checked="" type="checkbox"/> One flipchart of each theme from H.1 |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Journals    | <input checked="" type="checkbox"/> H. 3 copies |   |  |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> H. 1 copies | <input checked="" type="checkbox"/> H. 4 copies |   |  |

# INTRODUCTION TO MULTI-GRADE

## A. Getting to Know the Participants

As a trainer, it is important to keep in mind that some teachers have been teaching for a long time and others for a short time; hence they are experts in their own way. It is important to capture their experiences and to find out what they know and want to know at the start of each activity. This section will allow teachers to identify strengths and challenges they have in working with multi-grade classrooms, and prioritize what they would like to focus on during the subsequent training activities.

**Objectives:** By the end of the session participants should be able to:

- Illustrate a challenge in their multi-grade classroom;
- Name five multi-grade themes and categorize challenges; and
- Self-evaluate multi-grade competencies and identify training priorities.

### Activity #1: Storytelling

**Purpose:** The purpose of this activity is for participants to reflect on a challenge faced in the multi-grade classroom and create a story illustrating this challenge.

**Time:** 30 minutes

**Materials:**

- Index cards
- Markers/pens
- Paper

**Instructions:**

1. *F: Group participants in groups of 4-5 people and give each participant three index cards. Participants brainstorm some of the challenges they*

have in their multi-grade classroom or have seen others experience and write two or three challenges on index cards.

2. Each participant lays out their cards on the table for the group to see.
3. After everyone in the group has read all the cards, the groups choose one challenge that that they would like to focus on for the remaining activities.
4. *F: Read the following scenario:  
**Your favourite cousin has written to you and asked you to tell him a story that illustrates the biggest challenge you face in your classroom.***
5. Each group replies to this question by creating a story that describes their situation. *F: Encourage groups to include as much detail as they can. (15-20 minutes).*
6. Each group shares the story with the larger group.

## **Activity # 2: Introduction of Thematic Chart**

**Purpose:** The purpose of this activity is to provide and discuss a thematic framework of components of a learning environment to be used as a reference point in subsequent activities.

**Time:** 10-15 minutes

### **Materials:**

- A flipchart for each multi-grade theme (ref. Handout 1). *F: The theme should be written at the top of the flipchart and posted at the front of the room.*
- Copies of Handout 1

### **Instructions:**

1. *F: The participants should remain in their groups.*

2. *F: Present the five components of the multi-grade thematic framework and explain that it will guide subsequent activities. Provide an explanation and rationale for the thematic framework. Reference Handout 1 as needed.*
3. *F: Ask the participants to provide examples of each one.*

### **Activity #3: Categorize Challenges into Thematic Categories**

**Purpose:** The purpose of this activity is for participants to become familiar with the multi-grade themes and to understand the categories (themes) in which their issue/challenge is included.

**Time:** 10 minutes

**Materials:**

- Index cards (from activity 1)
- Flipcharts of multi-grade themes (from activity 2)
- Paper

**Instructions:**

1. *F: Post the flipcharts of the MG themes around the room.*
2. Groups review their cards prepared in activity one and decide what theme their individual cards correspond with.
3. Participants paste (or tape) their individual cards on the corresponding flipchart to demonstrate the category in which they feel it belongs.
4. Participants take a moment and look at the other examples.
5. *F: Ask for five volunteers to provide a summary of one of the themes and involve the participants in a discussion after a theme and examples have been presented.*

## Activity #4: Individual Inventory/Self-Evaluation

**Purpose:** This activity allows participants to reflect on their own learning goals to be used as a baseline for the training workshops.

**Time:** 15 minutes

**Materials:**

- Copies of Handout 2 (Self-Evaluation Tool)

**Instructions:**

1. *F: Provide each participant with a self-evaluation matrix (handout 2).*
2. Individuals review the components provided in the thematic framework.
3. Using the self-evaluation form, participants rate their levels of familiarity or desire using the following three levels:
  - I have no prior knowledge
  - I want to improve
  - I can teach it
4. In addition to rating their familiarity, participants can provide more specific details in the spaces provided. For example, if a teacher checks that she can teach “Teaching and Learning Strategies,” she might indicate what particular strategies—such as peer work or group work—she could teach.

## Activity #5: Identification of Training Priorities

**Purpose:** The purpose of this activity is for participants to identify their training priorities as well as their expertise in each category.

**Time:** 15 minutes

**Materials:**

- Stickers (or markers if stickers are not available)
- Prepared theme flipchart

## Instructions:

1. *F: Prepare the newsprint before the session.*

2. With pens or stickers, each individual places a mark next to the top three (3) components that they feel are their areas of strength and then they do the same for the components that are the most challenging for them.

3. *F: Collect this newsprint when they are finished and save it until the end of the training. The participants will complete this activity again and will compare the results.*

4. *F: To introduce the next session, explain to the participants that the training will build from what they know and do and will provide opportunities to learn collaboratively.*

Theme	Area of Strength	Challenging Area
MG Resources		
Teaching strategies		
Curriculum adaptation and planning		
Classroom organization and management		
Assessment and Evaluation		

## B. An Introduction to the Action Research Approach

The purpose of this section is to introduce the purpose of the training and the action research approach used in the manual. Teachers are always learning new things as they teach different learners and in different situations. The process of teacher reflection on their lessons and teaching is therefore important to the process of learning. This unit exposes teachers to the concept, principles and method of action research as an approach that helps teachers to be self reflective in their day to day activities. This is not a new concept. This is something teachers are always doing without being aware of the concept.

**Objectives:** By the end of the session participants should be able to:

- Explain the concept of teacher action research;  
and
- Demonstrate understanding of the action research cycle.

## CONTENT

Action research means a change in action that is followed after reflecting on an observed and investigated issue or idea; “action” followed by “research.” The action research process includes identifying a problem, planning and implementing the action to solve the problem, and then reflecting on the process and outcomes to improve the results. It is usually appropriate to conduct several of these cycles (See handout 3).

The purpose of research is for reflection and action in order to improve the situation or solve a problem as informed by the findings.

## Activity #6: Exploring Action Research

**Purpose:** The purpose of this activity is to introduce teacher action research.

**Time:** 20 minutes

**Materials:**

- Copies of Handout 3 (Action Research Cycle)
- Copies of Handout 4 (Action Research Example)
- Flipchart

## **Instructions:**

1. As a whole group, participants will brainstorm the words **'action'** and **'research'**. *F: Ask the participants, "What other words come to mind when you hear these words?" And write their responses on flipchart. After the brainstorm, allow the trainees to discuss some of the key words and provide examples.*
2. *F: Explain the meaning of action research presented in the content section above.*
3. *F: Give each participant a copy of Handout 3 and Handout 4.*
4. Participants will form groups of 4-5. The participants will read Handout 4 together. Using the Action Research cycle (Handout 3), participants will identify the steps of the cycle in the example in Handout 4.
5. Participants will share a personal experience, describing a time when they introduced a new strategy, procedure or tool in class, as it relates to the Action Research cycle. *F: Participants might find it easier at this time to follow the example on Handout 4 when sharing their personal experience.*
6. The groups will choose one person to share their experience with the whole group. *F: Address any questions that arise and encourage participants to engage in a discussion after each presentation.*

### **Activity #7: Journal Reflections**

**Purpose:** To introduce teachers to journaling as a tool to record questions, new insights, and reflections on their teaching actions.

**Time:** 20 minutes

## Materials:

- Journals
- Handout 4
- Handout 3
- Index cards from activity 1

## Instructions:

1. *F: Distribute journals to the teachers. Introduce the concept of journals and the purpose for the sake of this training and their practice. Refer to the conclusion at the end of this session.*
2. Participants will revisit their index cards from activity 1 where they wrote challenges. *F: You might need to allow them time to walk to the flipcharts to reread their index cards if they need to be reminded of what they wrote.*
3. Participants will write, in their journals, about one challenge that they wrote on an index card. Participants are to reflect on their challenge using the action research cycle (as illustrated in handout 3). They should also use the example explained on handout 4.
4. For example: Participants will explain the challenge and write about a strategy, tool, or a procedure that they implemented to address the challenge, the results and impact, provide evidence to support their evaluation, and explain what their next steps were. *F: Encourage the participants to repeat the action research cycle. Using what they have learned from the first cycle, how can they modify or try new strategies to improve their practice?*
5. The participants will form small groups and share.
6. *F: After the participants share in small groups, ask one person to share to the whole group. Explain to the participants that they have just learned and reflected on the basic principles of Action Research,*

*and therefore, are becoming reflective practitioners. End this section by providing a synopsis of the summary that follows.*

## **SUMMARY AND CONCLUSION**

### **How can teachers use this process in their classes?**

Teachers are now considered researchers. They should be constantly engaged with the planning of school curriculum, especially the lessons they teach. Teaching should be accompanied by reflection through systematic data collection and analysis. The results obtained from such reflection should be used to improve teachers' practices in the classroom. This is particularly important to multi-grade teachers and we will explore this more throughout this training manual.

Teachers can use the Action Research approach to improve their practice. Reflection is critical and on-going throughout an action research cycle. Journals can be a helpful tool used to record data, thoughts, and experiences to guide the research process. For example, after lessons, teachers can take a few minutes to reflect and record, systematically, the problems or issues they encountered as they taught to help create ways to solve the issues.

At the start of each session, we begin by appreciating and acknowledging what teachers know and do and build upon that knowledge to clarify and learn new content. We then practice at applying the new skills and reflecting on the actions.

The teachers' journals are a tool to write questions, new insights, and practices to be improved or changed. Teachers can also use their journals to keep record of new strategies they learn as they participate in the training. At the end of sections, they will be guided through an activity that will involve reflection and they will be encouraged to use their journals as the place to record their thoughts and make plans for the future.

## SECTION ONE

### OVERVIEW OF MULTI-GRADE TEACHING

**Objectives:** By the end of the section participants should be able to:

- Explain the term multi-grade teaching and its relevance in The Gambian context;
- List the advantages and challenges experienced in the multi-grade school;
- Explain the skill/roles that teachers need in order to be equipped for multi-grade teaching; and
- Evaluate and identify teachers' strengths and areas that teachers need further help and guidance.

**Time:** 2 hours and 15 minutes

#### Sessions:

- Activity 1: Myths and Facts on Multi-Grade
- Activity 2: Learner Diversity
- Activity 3: Roles and Skills of the Multi-Grade Teacher
- Activity 4: Journal Writing
- Activity 5: Evaluation of Training Module 1 – Overview of Multi-Grade Teaching

#### Materials:

- |  |   |   |   |
|--|---|---|---|
| <input checked="" type="checkbox"/> Flipchart    | <input checked="" type="checkbox"/> Tape        | <input checked="" type="checkbox"/> Prepared flipchart with reflection questions (Activity 4) | <input checked="" type="checkbox"/> Prepared flipchart with evaluation questions (Activity 5) |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Journals    |   |   |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> H. 2 copies |   |   |

# SECTION ONE

## OVERVIEW OF MULTI-GRADE TEACHING

### INTRODUCTION

The purpose of this section is to help participants contextualize the multi-grade concept in The Gambia and appreciate its necessity in the educational system. The intent of this section is to also assist the participants to understand the different roles and skills of a multi-grade teacher.

**Objectives:** By the end of the section participants should be able to:

- Explain the term multi-grade teaching and its relevance in The Gambian context;
- List the advantages and challenges experienced in the multi-grade schools;
- Explain the skill/roles that teachers need in order to be equipped for multi-grade teaching; and
- Evaluate and identify teachers' strengths and areas that teachers need further help and guidance.

### CONTENT

#### Key training points on multi-grade teaching

Multi-grade teaching is a common phenomenon in many educational environments. It is a strategy that used in both developed and developing countries to optimize teacher usage and resource allocation.

In The Gambia, multi-grade teaching is a policy directive and is one of the measures used to maximize teacher utilization as well as a means to provide access to education for children in remote and some instances isolated communities.

## CONTENT

Given the diversity of children in any class, multi-grade techniques and strategies are useful for both mono-grade and multi-grade classes. All teachers should be encouraged to use the techniques presented in this module to meet the learning needs of children.

In this training manual multi-grade teaching is **defined as teaching the same content of the curriculum with varying levels to children of different grade levels in the same classroom.**

## WHY MULTI-GRADE?

At the level of **government**, multi-grade teaching:

- Reduces/cuts down on both human and financial costs; and
- It helps governments to meet their national and International commitment such as the Millennium Development Goals and Education for All goals.

At the **classroom** level:

- It encourages independent learning;
- It encourages peer learning and mentoring techniques for older children to support the younger ones;
- It addresses the various learning abilities among students; &
- It also builds confidence in children to take charge of their learning.

In the case of **the teacher**:

- It adds value and versatility in the adoption and the application of multiple teaching/ learning methods and techniques;
- It increases the creativity of teachers in the area of resource production to model concepts, values, knowledge, skills and attitudes to foster understanding of the teaching/learning process.
- It builds the capacity of teachers in designing different forms of assessments and monitoring strategies for small class size.

## **CONTENT**

### **ROLE OF THE MULTI-GRADE TEACHER**

Multi-grade teachers play different roles that include being:

- Facilitators of the teaching/ learning process;
- Resource mobilizers to support the delivery of the curriculum content;
- Curriculum adapters in order to be able to integrate themes and topics for different grade levels;
- Strategists as well as moderators; and
- Negotiators as they strive to mobilize resources from both within and outside their immediate environment. (refer to Teachers Handbook guide for details pg 13)

Despite the advantages associated with multi-grade teaching as a strategy, there are also some challenges such as:

- Lack of self instructional guides to help the teachers and teacher trainers;
- Time required for planning by teachers; and
- The, sometimes unsupportive, attitude of parents and the community.

## PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

### Activity # 1: Myths and Facts on Multi-Grade

**Purpose:** The purpose of this activity is to explore the reality of the teachers. What do they know about multi-grade?

**Time:** 20 minutes

**Materials:**

- Flipcharts
- Tape
- Markers

**Instructions:**

1. As a whole group, the participants will brainstorm on what the teachers know about multi-grade and their ideas on why it was introduced in The Gambia. *F: Write their responses on the flipchart.*
2. *F: Divide the participants into groups of three and assign each group to one of the following:*
  - Group 1: the government
  - Group 2: the classroom
  - Group 3: the teachers
3. Each group will write down the advantages and challenges of multi-grade education from the perspective of their assigned group.
4. Groups will have 15 min to brainstorm their ideas on flipchart and then tape them to the wall.
5. Groups will then do a gallery walk to review what others have written. Participants can add comments and ask questions.
6. As a whole group, review the charts and discuss any arising issues. *F: Mention any points that may have been left out. Refer to the content section before this activity for information.*

## PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO

### Activity #2: Learner Diversity

**Purpose:** Participants can understand how they can use some of the skills they need to be effective multi-grade teachers by understanding the diversity their learners bring with them to class. Now that we know why multi-grade exists in The Gambia, we need to look at the learners in these classes. As well as investigate the roles and skills teachers need to have to facilitate effective learning.

**Time:** 30 minutes

**Materials:**

- Flipcharts
- Tape
- Markers

**Instructions:**

1. Ask the group to think about the diversity that exists among students in which teachers must recognize in order to teach successfully.
2. Split the participants into small groups of 4-5. Assign half the groups to list as many diverse skills/abilities/personalities etc. as they can think of among students in a multi-grade class setting. Ask the other half the same questions, but in a mono-grade class setting. Each group should assign a secretary to keep a list on a flipchart.
3. Some examples of diversity among students are: age, ability in reading, math, developmental level, background, experience, motivation, interest etc. *F: As the works are working, walk around among the groups to make sure they have understood the assignment.*
4. After 10 to 15 minutes the mono-grade groups can report their list to the rest of the group and hang their flipchart(s) up on the wall. Keep going from group to group until they run out of new things to list.

Next, do the same processes with the multi-grade groups until you have a similar list. Post the 2 lists side by side on the wall.

5. Review the lists together one by one and highlight any diversity that exists only in multi-grade. They will probably be very few. Ask participants to suggest what this might mean for multi-grade teachers. Emphasize how many of the skills needed to be successful mono-grade teachers are also applicable to multi-grade teaching. The next activity will look at the different roles of the multi-grade teacher and the specific skill sets that they need in order to be successful.

### **Activity #3: Roles and Skills of the Multi-Grade Teacher**

**Purpose:** To explore the many roles that a successful multi-grade teacher must play and to determine the skills needed to fill those roles.

**Time:** 30 Minutes

**Materials:**

- Flipcharts
- Tape
- Markers

**Instructions:**

1. As a large group, brainstorm the different roles of the multi-grade teacher and write them on flipchart. Encourage the participants to imagine all the different roles they must play in order to be effective as a multi-grade teacher both in the classroom and in the community.  
*F: Refer to Handout 2 for additional ideas.*
2. Some examples might be:
  - a. Teacher/facilitator
  - b. Community liaison
  - c. Evaluator
  - d. Material designer

3. Now write each role on the top of blank flipchart and tape them up all around the room. Tell participants that the next task is to consider the skills that are necessary to fill these many different roles.
4. Give each participant a marker and ask them to split up as evenly as possible among the flipcharts. They should list as many skills related to that particular role as they can think of until the facilitator calls “time” (after 2-3 minutes) at which time participants should move to the next flipchart and do the same thing until everyone in the room has had a chance to contribute to each of the flipcharts.
5. At the end of the session, participants will have created a model for the multi-grade teacher. What roles he/she plays both in the classroom and the community, as well as what skills are necessary to be successful in those many roles. The following training sessions are aimed to build upon those skills that some teachers already have and to add new ones.

### PART 3: PRACTICAL APPLICATION

#### Activity #4: Journal Writing

**Purpose:** To provide teachers with a tool to assist in more systematically recording issues in their classes and their experimentation with new approaches. To assist the participants to apply what they learned during the trainings to their classroom.

**Time:** 35 Minutes

**Materials:**

- Teacher Action Research Journals
- Prepared flipchart with reflection questions

Reflect back on the day’s discussions and answer the following questions:

- 1) What stood out for you and why?
- 2) What made you remember the session you described in #1?
- 3) Write one practical activity that you would consider trying out in your classroom.
- 4) Are there areas you still have questions in that you would like to explore further? What are they?

**Instructions:**

1. Now that we have examined the different roles and skills necessary to be a successful multi-grade teacher, let's look at how we can apply the skills by using the self-reflection journal.
2. Ask the participants to take 20 minutes to reflect back on the day's discussions and answer the questions as written in the chart above.
3. After 20 minutes of silent writing, come back together and ask participants to get into pairs. Ask the pairs to share their responses. Partners should share ideas and best practices and see if they can come up with new ideas together.
4. Come back together as a whole group and ask some of the pairs to share the experience.

**SUMMARY AND CONCLUSION**

Multi-grade teaching builds the capacity of teachers by adapting different teaching/ learning methods and techniques in order to cater for the diverse needs of children. It provides access to education for children in remote and isolated communities, minimizes cost of educational expenditure on government resources, and helps governments to meet their international commitment in raising the literacy rate of the populace. The strategy provides opportunities for peer learning, independent learning and can help to build confidence in children. Multi-grade can also sharpen the creativity of teachers in modelling curriculum content to support the learning needs of children.

## **SUMMARY AND CONCLUSION**

The following are key learning points about important skills needed for multi-grade teachers.

- Selection and adaptation of themes and topics from the national curriculum
- Ability to produce low cost resources to support the teaching/ learning activities
- Classroom organization
- Time management
- Keen observation skills to spot problems associated with the teaching/ learning activities in class
- Monitoring and assessment of pupils achievement
- Timely utilization of teaching/ learning resources
- Ability to adequately prepare lesson plans for each grade level

## **EVALUATION OF SECTION ONE**

### **Activity #5: Evaluation of Training Module 1 - Overview of Multi-Grade Teaching**

**Purpose:** To allow participants to reflect upon and evaluate training materials of section one of the training.

**Time:** 20 Minutes

**Materials:**

- Prepared flipchart with evaluation questions
- Writing paper

## **Instructions:**

1. *F: Before this session, write the following questions on a flipchart and give the participants 10-15 minutes to respond to each of the questions.*
2. Give each participant a blank piece of paper and pen. The participants do not need to put their names on their papers. This can be anonymous if they would like.
3. *F: Collect their papers and read their responses. Changes can be made accordingly the next time you facilitate this section.*

### **Section 1 Evaluation Questions**

- 1) Did the training build upon the knowledge and skills that you already have as a multi-grade teacher?
- 2) What was the most helpful part of section one?
- 3) What did you least like about section one?
- 4) What content would you like to have seen covered in this section that was missing?

## Handout 1: Thematic Framework

### **Essential topics of the learning environment in relation to multi-grade**

**Identifying multi-grade resources** (including physical resources, partnerships with the community and the national syllabus or curriculum),

**Teaching and learning strategies** (including teaching styles, teaching strategies, how kids learn, and different ways of grouping students),

**Curriculum adaptation and planning** (including introduction to modifying a mono-grade curriculum for multi-grade, preparing lesson plans, integrating content, and creating work plans),

**Classroom organization and management** (including the physical environment and establishing behaviour norms),

**Monitoring, Assessment and Evaluation of students** (including teacher self-reflection, record-keeping and testing methods).

## Handout 2: Teacher Self-Evaluation Tool

Designation (Teacher/ Head teacher / Monitor): \_\_\_\_\_ Date: \_\_\_\_\_

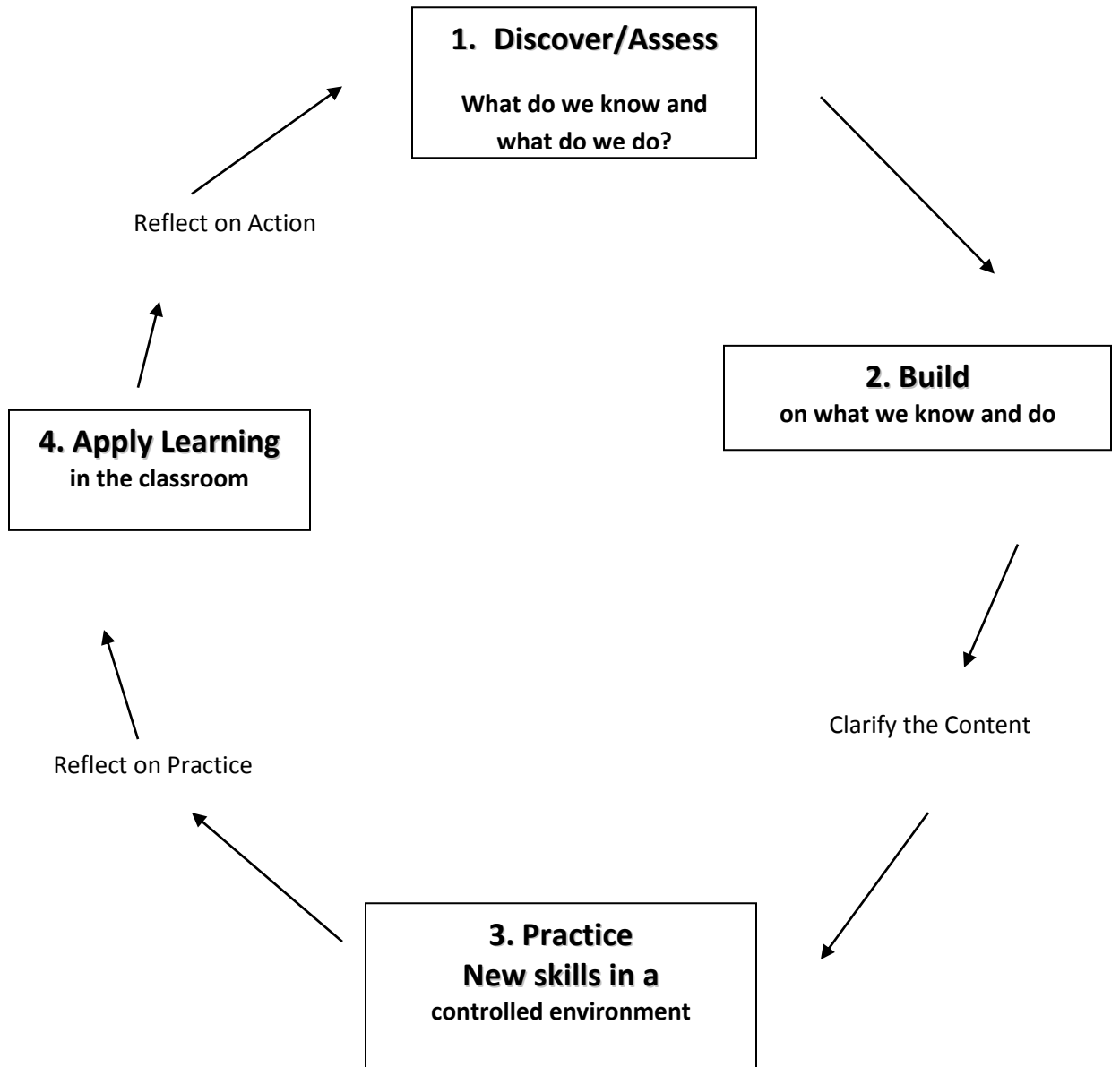
School/Institution: \_\_\_\_\_

Using the following list of skills, competencies, or activities under each multi-grade Theme, check the box which corresponds to your level or desire with the given topic. Within each theme, include any other specific skills or activities if necessary.

	Skills, Competencies, or Activities	I have no prior knowledge	I want to improve	I can teach it
<b>A</b>	<b>Identification of Teaching Resources</b>			
	Physical Resources- Where to get them How to make them			
	<b>Community human Resources –</b> Utilizing human resources such as parents and communities			
	Other :			
<b>B</b>	<b>Teaching Approaches and Learning Strategies</b>			
	Whole class teaching			
	Group Work			
	Peer learning and support			
	Independent study			
	Activity Corners			
	Grouping Strategies			
	Others :			

<b>C</b>	<b>Classroom Organization and Management</b>			
	Managing your classroom and activities			
	Organizing the learning environment			
	Management of pupil behaviour			
	Others :			
<b>D</b>	<b>Curriculum Adaptation and Planning</b>			
	Adapting mono-grade curriculum to local and multi-grade setting			
	Preparing a scheme of work for multi-grade content			
	Preparing a daily/weekly lesson plan			
	Time Management			
	Other :			
<b>E</b>	<b>Monitoring, Assessment, and Evaluation</b>			
	Classroom monitoring Monitoring of homework assignments Continuous Assessment			
	System of recording marks			
	Formal and informal assessment			
	Action Research in the Classroom Others			

## Handout 3: Action Research Approach



## Handout 4: Action Research Example

### Example of Action Research in a Classroom Situation

A teacher wants to find out which teaching method(s) will be effective in teaching a particular topic or concept (**Problem**). Before teaching, the teacher develops a simple research instrument such as a questionnaire on the specific things he/she wants to find out and collects data. This could be on the teaching method and/or the level of understanding of the students, the methods to use, the arrangements of the group and/or pupils reaction to the lesson (**Research**). He/she plans a lesson on the topic/concept and then teaches the lesson to a group of students (**Action**). He/she analyzes the process and the outcome and uses the results to improve his/her teaching methods. (**New action**) Thus, action research entails a cyclical process involving *planning – action – reflection and planning*

In this manual we will be encouraging teachers to use this approach of planning actions around reflections of practice.

## SECTION TWO

### CURRICULUM ADAPTATION AND PLANNING

**Objectives:** By the end of the section participants should be able to:

- Rearrange common themes or units across the main curricula of the respective grades they teach;
- Develop a lesson plan for multi-grade classes that applies the key issues of curriculum adaptation; and
- Demonstrate a lesson plan, in groups, in a microteaching session.

**Time:** 3 hours and 15 minutes

#### Sessions:

- Activity 1: Planning Resources
- Activity 2: Curriculum Adaptation
- Activity 3: Instructional Planning
- Activity 4: Microteaching
- Activity 5: Journal Writing
- Activity 6: Evaluation of Training Module 2 – Curriculum Adaptation and Planning

#### Materials:

- |   |  |   |   |   |
|---|--|---|---|---|
| <input checked="" type="checkbox"/> Flipchart         | <input checked="" type="checkbox"/> Tape       | <input checked="" type="checkbox"/> Prepared flipchart of lesson plan and scheme of work (Activity 3) | <input checked="" type="checkbox"/> Prepared flipchart with reflection questions (Activity 5) | <input checked="" type="checkbox"/> Prepared flipchart with evaluation questions (Activity 6) |
| <input checked="" type="checkbox"/> Paper             | <input checked="" type="checkbox"/> Journals   |   |   |   |
| <input checked="" type="checkbox"/> Markers/Pens      | <input checked="" type="checkbox"/> Text Books |   |   |   |
| <input checked="" type="checkbox"/> Copies of Syllabi |  |   |   |   |

## SECTION 2

### CURRICULUM ADAPTATION AND PLANNING

#### INTRODUCTION

This section will guide the trainees through specific techniques in curriculum adaptation and planning to address the needs of a multi-grade classroom. Participants will gain experience in identifying common themes across the grade levels in which they teach to rearrange the national curriculum. The section will also highlight aspects that need to be considered when preparing a multi-grade lesson plan and scheme of work. It is intended that the participants will understand that effect planning is an essential time management strategy, which can improve student time-on-task.

**Objectives:** By the end of the section participants should be able to:

- Rearrange common themes or units across the main curricula of the respective grades they teach;
- Develop a lesson plan for multi-grade classes that applies the key issues of curriculum adaptation; and
- Demonstrate a lesson plan, in groups, in a microteaching session.

#### CONTENT

##### Curriculum Adaptation

It is essential that teachers adapt the national mono-grade curriculum for their multi-grade classes. When teachers identify common themes between the grade levels and rearrange topics accordingly, it can create an effective learning environment. An adapted multi-grade curriculum can provide remediation as well as extended learning opportunities for the students. It requires that teachers plan a sequence at the beginning of the year, which can result in effective time management.

## CONTENT

Below is a sample of what a plan could look like.

*A sample of grade one and two textbooks rearranged for multi-grade teaching. See page20-21 for more examples*

Grade 1	Grade 2
<ul style="list-style-type: none"> <li>▪ My village</li> <li>▪ Describing ourselves</li> <li>▪ Keeping ourselves clean</li> <li>▪ Likes and dislikes</li> <li>▪ My compound</li> <li>▪ Helping at home</li> </ul>	<ul style="list-style-type: none"> <li>▪ Where do I live?</li> <li>▪ Important people</li> <li>▪ Keeping clean</li> <li>▪ Ethnic groups</li> <li>▪ languages</li> <li>▪ Festivals</li> <li>▪ Buildings</li> <li>▪ Things that help us work</li> <li>▪ Keeping healthy</li> <li>▪ Some common diseases and how to protect ourselves</li> <li>▪ Occupation and Services</li> <li>▪ Market</li> </ul>
<ul style="list-style-type: none"> <li>▪ Knowing animals</li> <li>▪ Looking after animals</li> <li>▪ Animals and their food</li> <li>▪ Animals and their homes</li> <li>▪ Animals sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Livestock and fish</li> <li>▪ Livestock farming and fishing</li> <li>▪ Food that we need</li> </ul>
<ul style="list-style-type: none"> <li>▪ Looking at plants</li> <li>▪ The different parts of plants</li> <li>▪ Importance of plant parts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Crops</li> <li>▪ Uses of plants parts</li> <li>▪ Uses of plants</li> </ul>
<ul style="list-style-type: none"> <li>▪ Sources of water</li> <li>▪ Uses of water</li> <li>▪ Mixing with water</li> <li>▪ Floating and sinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Air</li> <li>▪ Uses of air</li> <li>▪ Mixing with air</li> <li>▪ Things that move in air</li> </ul>
<ul style="list-style-type: none"> <li>▪ Kind of food we eat</li> <li>▪ Where does our food come from?</li> <li>▪ Our senses and food</li> <li>▪ Where does our food come from?</li> <li>▪ Our senses and food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plants growing in the soil that we eat</li> <li>▪ Things in the soil</li> <li>▪ The five common senses</li> </ul>

## Scheme of Work

A scheme of work is a plan of action. In the teaching profession, teachers set tasks that need to be accomplished within a specific period of time. The period of time could be weekly, monthly or a set term.

Below is a sample of a week scheme of work. *See page 23-24 for more examples.*

<b>18<sup>th</sup> – 22<sup>nd</sup> August 2008</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Integrated Studies</b>	1. My Family 2. Describing ourselves	1. Where do I live? 2. Important People
<b>English</b>	1. Hello 2. Good morning	1. Welcome 2. Meet the Family
<b>Maths</b>	1. Counting to 20 2. Comparing and ordering sets	1. Place Value 2. Ordering numbers and number sequences

## Lesson Plan

This is a written work of procedures, objectives, materials, and assessments that guide and remind the teacher when teaching a lesson.

Below is a sample multi-grade lesson plan. See page 25-28 for more examples.

**Subject:** Integrated Studies **Grades:** 1 & 2 **Date:** 18<sup>th</sup> August 2008

**Topics:** Grade 1: My family Grade 2: Where do I live?

**Materials:** Picture of a family, Integrated Studies Book 1 & 2, board, Chalk, Duster, Pictures of houses.

**Objectives:** Grade 1: Name family members e.g. father, mother, brother, sister

: Match names with pictures of family members

Grade 2: Name places where people live e.g. Village, Town

: State some of the things that can be found in a village and town

**Development:** 1: Trainer introduces the lesson and clearly identifies the task for each grade

2: Picture reading for grade 1

3: Key words identification for grade 2

4: Trainer goes around and helps the learners

5: Conclusion and summary of lesson

**Evaluation:** Trainer assign task to learners. Mark and comment

## CONTENT

### General Remarks

To effectively manage time, the multi-grade teachers are advised to consider the following:

- Prepare a unified timetable for the two grade levels. The grades should work on the same subject at the same time. This maximizes time management and the use of resources. (See page 22 & 89 of Handbook on timetabling).

## **CONTENT**

### **General Remarks (continued)**

- Maintain proper use of resources to facilitate teaching and learning. To avoid time wasting, teachers are advised to create teaching aids in advance and store for future use. Learning aids should be organised by grade and eventually by subject. All the learners should know where the resources are kept to enable them to locate them easily.
- Avoid making long lesson introductions. Since there is limited time to teach two grades within one period, the lesson introduction should be short and to the point.
- Give clear task directions so that learners know the expectations to increase time-on-task.
- Prepare extended work for students who finish an assignment task before others. Extended work could be in the form of peer-tutoring and/or completing tasks in the reading station, working on vocabulary, multiplication flashcards, or completing tasks that involve application or other higher order thinking skills. Teachers are not recommended to simply assign more of the same kind (or extra problems) to students who finish early.

## PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

### Activity # 1: Planning Resources

**Purpose:** Participants will identify important planning resources and discuss the importance to multi-grade teaching.

**Time:** 15 minutes

**Materials:**

- Flipchart
- Markers

**Instructions:**

1. Participants will brainstorm a list of planning resources that are needed to teach. (These include, but are not limited to, schemes of work, lesson plans, and curriculum). *F: As participants list resources, write their responses on the flipchart.*
2. Participants will give a definition and discuss the purpose of each resource. *F: Lead this discussion as a whole-group.*

## PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO

### Activity # 2: Curriculum Adaptation

**Purpose:** Participants will acquire skills to be able to rearrange common themes or units across the main curriculum to adapt for the multi-grade classroom.

**Time:** 45 minutes

**Materials:**

- Flipchart
- Tape
- Copies of Syllabi for grades 1-6
- Writing Paper
- Text Books

**Instructions:**

1. In small groups, participants will attempt to match up topics and themes across any two grade levels (1&2, 2&3, 3&4, etc.) in the same subject. They are to do this using the text books and/or the national curriculum. (30 minutes)
2. Each group will write up their finished product on a flipchart which they will present at the end. *F: While they work, walk around the room, making sure that everyone understands the directions.*
3. After each group has presented, the others should have the chance to ask questions and critique. Together they should find a format for multi-grade that everyone is happy with. *F: They should comment on the fact that there are variations in combinations of themes. After they present, they can look at pages 16-21 in the guide for more examples.*

**Activity # 3: Instructional Planning**

**Purpose:** Participants will have practice in developing multi-grade lesson plans and scheme of work.

**Time:** 35 Minutes

**Materials:**

- Flipchart
- Tape
- Prepared flipcharts of lesson plan and scheme of work
- Writing Paper
- Text Books

**Instructions:**

1. *F: Prepare a flipchart of the example lesson plan and scheme of work. The examples in the content section could be used.*
2. The participants will work in the same groups from previous activity and will create a sample lesson plan and scheme of work using their work from activity 2. (25 minutes)
3. Each group will present their lesson plan and scheme work to the others. *F: Each group should tape their work to the wall.*
4. *F: Display the prepared lesson plan and scheme of work.* The participants should compare this against their own plan and scheme and discuss the gaps.
5. *F: Lead a discussion to point out the unique characteristics of creating a MG lesson plan. Some points include: teaching a common theme between grade levels, creating two different sets of objects and corresponding assessments to measure and evaluate student understanding, illustrating where the teacher is—in regards to what grade level or group—throughout the lesson.*

<b>PART 3: PRACTICAL APPLICATION</b>
--------------------------------------

**Activity # 4: Microteaching**

**Purpose:** Participants will have the opportunity to demonstrate their lesson plans.

**Time:** 60 minutes

**Materials:**

- Lesson plans

## Instructions:

1. Participants will work in the same groups from previous lesson and will demonstrate their lesson plans through microteaching. They will choose one group member to be the teachers and everyone else, including the other participants, will be the students.
2. *F: Allow participants time to modify lesson plans based on the feedback from previous activity. Allow 25 minutes for planning.*
3. Each group will teach. *F: Given the amount of time, encourage teachers to be quick, demonstrating the main points.*

## Activity # 5: Journal Writing

**Purpose:** Participants will have the opportunity to think about how their curriculum and instructional planning can be modified to improve student learning.

**Time:** 20 min

### Materials:

- Journals
- Prepared Flipchart

### Instructions:

1. *F: Prepare flipchart before the session.*
2. The participants will answer the journal reflection questions in their journals. (15 minutes)
3. Participants can share their responses to the whole-group. (5 minutes)

**Journal Reflections:** In your journals, answer the following questions.

- 1) Describe the techniques that you learned in this section. In your description, explain how they are different from what you were doing before this training.
- 2) What are your next steps? What changes will you make as a result of your new learnings?
- 3) What are the potential outcomes that you hope to have as a result of your next steps?

## EVALUATION OF SECTION TWO

### Activity #6: Evaluation of Training Module 2 –Curriculum Adaptation and Planning

**Purpose:** Participants will have the opportunity to evaluation section two.

**Time:** 20 min

**Materials:**

- Journals
- Prepared flipchart
- Writing paper

**Instructions:**

1. *F: Prepare the evaluation questions before the section. Hang these questions up on the wall only at the start of this activity.*
2. The participants will have 20 minutes to answer the questions. They should answer them independently and turn them in to the trainer when they are finished.
3. *F: Please use the information that you receive from the participants to guide future trainings.*

**Evaluation Questions: Section 2**

- 1) What aspects of the training, in this section, went well?
- 2) What new information or technique did you learn today?
- 3) What components of this section would you improve?

## **SUMMARY AND CONCLUSION**

In this section, teachers were exposed to and learned practical skills in preparation of lessons and schemes of work. It is true that a well executed lesson is always one in which the teacher has taken time to plan. Therefore, an effective multi-grade teacher needs to conduct the necessary preparations to be a successful teacher.

## SOLUTIONS TO CHALLENGES FROM THE FIELD

**Purpose:** This activity allows teachers to identify the challenges they have faced in their multi-grade classrooms, since the last training, and to work together to come up with some possible solutions. Peer work will also allow teachers to share ideas and collaborate together to improve their practice. *F: It is recommended to facilitate this activity after teachers had time to return to their classrooms between sections of this training.*

**Objectives:** By the end of the activity participants should be able to:

- List challenges faced in the field and categorize according to multi-grade themes; and
- Explain solutions to the particular challenges.

**Time:** 1 hour

**Materials:**

- Flipchart
- Tape
- Markers
- Writing paper
- Post-it Notes
- Prepared flipchart

**Instructions:**

1. *F: Hang up 5 flipcharts for all to see with each one of the following categories written at the top:*
  - a. Integrating Themes/Topics
  - b. Lesson Planning & Scheme of Work
  - c. Materials/Resources
  - d. Teaching Strategies
  - e. Classroom Organization & Management
2. *F: Pass out 3 Post-it Notes to each participant and ask them to individually write:*

- a. **Teachers and Heads:** 3 specific challenges they have faced in their classroom since the last training.
  - b. **Cluster Monitors:** 3 problems or issues they have seen their teachers face.
3. *F: Make sure that participants write down specific challenges related to their classroom and not broad categories.*
4. Once they have written down their 3 challenges or problems, participants will post them on the flipcharts under the appropriate category.
5. Once everyone has posted their challenges onto the appropriate flipchart, participants will split into 5 groups and assigned to a category. Give each group the flipchart (that now includes challenges) and ask them to come up with specific solutions for each of the challenges. They can write solutions on flipchart.
6. Each group should then present their problems/solutions to the larger group. *F: Encourage participants to react and critique to the solutions. Guide them to discuss solutions that involve the content in which they have been trained in.*

## SECTION THREE

### TEACHING STRATEGIES

**Objectives:** By the end of the section participants should be able to:

- List several different teaching strategies and explain how they are used;
- Develop a lesson which caters to two different grade levels at the same time; and
- Demonstrate teaching strategies beneficial to their multi-grade classes.

**Time:** 5 hours and 5 minutes

**Sessions:**

- Activity 1: Brainstorm on Teaching Strategies
- Activity 2: Self-Instructional Materials
- Activity 3: Microteaching
- Activity 4: Evaluation
- Activity 5: Journal Writing

**Materials:**

- |  |  |   |   |   |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Flipchart    | <input checked="" type="checkbox"/> Tape       | <input checked="" type="checkbox"/> Copies of H.5 | <input checked="" type="checkbox"/> Prepared flipchart with evaluation questions (Activity 4) | <input checked="" type="checkbox"/> Prepared flipchart with reflection questions (Activity 5) |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Journals   |   |   |   |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> Text Books |   |   |   |

## SECTION THREE

### TEACHING STRATEGIES

#### INTRODUCTION

This unit introduces trainees to the teaching strategies that can be used to effectively teach the multi-grade classes. The unit will further suggest various ways that can be used in adopting the mono-grade materials to suit the multi-grade classes. In doing this, the role of the teacher will certainly change from a giver of information to a facilitator. It is also important to mention that the strategies explored in this section are good learning strategies for mono-grade classes as well.

**Objectives:** By the end of the section participants should be able to:

- List several different teaching strategies and explain how they are used;
- Develop a lesson which caters to two different grade levels at the same time; and
- Demonstrate teaching strategies beneficial to their multi-grade classes.

#### CONTENT

This training manual will suggest some strategies that can be used in multi- grade classrooms to facilitate teaching and learning. The following are some suggested teaching strategies:

- **Peer teaching:** In this strategy, students work with their peers. It evident that some pupils learn best when asked to work with their peers and help each other in their learning.

## CONTENT

- **Co-operative group work:** The teacher knows his or her pupils best. This being the case, he or she would know when to ask pupils to work in groups. In this, the teacher should give clear instructions so that the pupils know their task and work towards achieving it. It can also be effective to assign roles to the students.
- **Individualised learning:** One of the most effective teaching and learning strategies that can be used in a multi-grade classroom is the individualized learning. Individualised learning takes into account learning differences and allows students to develop independent learning skills. This can be done by preparing worksheets that students can use and work at their own pace. These worksheets, called self-instructional worksheets, can also be used to facilitate co-operative group work.

### PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

#### Activity #1: Brainstorm on Teaching Strategies

**Purpose:** Participants will identify various teaching strategies that can be used in the multi-grade classroom and explain their usage.

**Time:** 30 minutes

**Materials:**

- Flipchart
- Tape
- Markers

**Instructions:**

1. Divide participants into groups of not more than six. Ask them to make a list of all of the teaching strategies they know. They will then discuss how they are used in the classroom and the intended learning outcomes associated with the strategies. Groups should be prepared to share a strategy and explain its use to the other groups.
2. Ask each group to share one strategy and to explain how and when it can be used in the multi-grade classroom. Make sure that the strategy is well understood and that they address the intended learning outcomes.
3. *F: After a group has presented on a particular strategy, ask the other groups for their comments and suggestions, then move on to the next group. Continue with all the groups until they have shared all of their strategies.*

**PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO****Activity #2: Self-Instructional Materials**

**Purpose:** Participants will understand the basic steps involved in creating self-instructional worksheets and how they should be used.

**Time:** 1 hour

**Materials:**

- Flipchart
- Text Books
- Markers
- Copies of Handout 5

## Instructions:

1. *F: Pass out handout 5 to all of the participants.*
2. *F: Ask for volunteers to read aloud specified sections. After someone has read a section, ask for volunteers to highlight the main points. Please clarify to make sure that all information is understood by all.*
3. Participants will continue in this manner until all of the specified sections are read and explained by the group.
4. The participants will form groups according to the grade levels taught. (All teachers of grades five and six together, and grades three and four together etc.). Each group should be assigned a subject (Math, English, Integrated Studies, Science, and SES) and given text books for those levels.
5. Each group should then design a self-instructional worksheet that can be used to keep one grade level engaged in a learning activity while the teacher is working with the other grade level. The worksheet should be finalized on a flipchart to be shared with the other groups.
6. Each group should then post their flipchart on the wall around the room and each of the groups should get up and walk around to see the different worksheets. Allow 5-10 minutes for viewing and encourage participants to take notes on what they observe. Have everyone come back together to comment or ask questions about any of the worksheets.  
*(See page 36-38 & 83-85 in the teachers guide for more examples).*

## PART 3: PRACTICAL APPLICATION

### Activity #3: Micro-teaching Demonstration

**Purpose:** Participants will have time to practice incorporating different teaching strategies as well as self-instructional materials into their lessons.

Teachers will be able to practice what they have learned in a controlled and supportive environment before returning to implement new practices in their classrooms.

**Time:** 2 hours and 30 minutes

**Materials:**

- Flipchart                       Text Books
- Markers

**Instructions:**

1. The participants should get into the same groups as they were in the previous activity.
2. Inform the groups that they will each be asked to teach a simulated lesson of 15 minutes. They should plan the lesson and write out a lesson plan as a group, incorporating the self-instructional worksheet they created earlier in the day.
3. Groups should be given one hour to create their lesson plan (remembering to incorporate the self-instructional worksheet) and determine who will present the lesson.
4. One person from each group should then teach their simulated lesson of no longer than 15minutes. The other participants should all act as students, participating in the lesson, as well as observing so that they can make comments after the lesson is completed.
5. *F: After each presentation, open the floor for feedback as well as specific suggestions on how this lesson might be improved. Remind the teacher that they should not defend their teaching, but simply listen to the comments.*

## Activity #4: Evaluation

**Purpose:** Participants will be allowed to evaluate the training and give insight into which areas they still need help.

**Time:** 15 min

**Materials:**

- Flipchart
- Writing paper
- Markers
- Prepared flipchart with evaluation questions.

**Instructions:**

1. The participants will work independently for 15 minutes answering the below questions.
2. *F: Collect their responses. Make necessary changes/adaptations to the trainings to address their needs.*

**Evaluation Questions: Section 3**

- 1) Since the training, what are some specific ways that you have adapted your classroom practice? What are some specific things that you are now doing that you didn't before the training?
- 2) What is one thing that you learned today about multi-grade teaching that you didn't know before?

## Activity #5: Journal Writing

**Purpose:** Participants will reflect on the improvements to a past challenge and apply some of the essential learnings from the training to improve the situation.

**Time:** 15 min

### Materials:

- Flipchart
- Journals
- Markers
- Prepared flipchart with reflection questions.

### Instructions:

1. Allow participants this time to write in their journals to reflect on the below questions.
2. After the participants are finished, invite them to share with the whole-group.

#### Reflection Questions: Section 3

- 1) Re-read your original problem that you described in the first training activity. (This should be one of your first journal entries).
- 2) Write about new developments/progress that you have experienced in regards to this problem.
- 3) How could some of the strategies that you learned today continue to improve this situation?

## **Handout 5: Self-Instructional Worksheets**

It is very important to proceed step-by-step when creating self-instructional worksheets. The majority of pupils are not accustomed to this type of independent work and if they are not properly prepared, it could be a very chaotic transition. If pupils are simply given the worksheets and asked to work independently while the teacher works with the other grade level, the pupils may not know how to handle their new-found liberty. Therefore, a careful preparation must be assured so that the pupils know exactly what is expected of them.

Self-instructional worksheets can serve several purposes. They can:

- Further explain a concept;
- Accompany or complete an explanation;
- Help pupils to understand, explain and practice through exercises; and
- Encourage pupils to learn to work independently as well as co-operatively with their peers.

### **Getting Started**

#### **Considerations**

In order to properly use self-instructional worksheets, the teacher must consider how to organize, group, and manage the class.

#### **When to use self-instructional sheets**

Self-instructional worksheets are most often used when the teacher needs to directly work with one group of students. By assigning the second group to do the worksheets, the teacher is ensuring that all students are engaged in meaningful learning and is able to devote his/her attention more fully to one group of students.

#### **Scheme of Work**

In the beginning, only allocate a small portion of time in your scheme of work for this type of work: a half-hour for younger students and an hour for the older ones. If you introduce the worksheets properly and slowly integrate them into your lessons the students will quickly adapt to them.

## **Classroom space**

Organize the desks so that the pupils sit in small groups facing each other so they can help each other if need be. The teacher should also find a place where he/she is able to keep an eye on all the students.

## **Explain how to work independently**

The teacher should explain to the students exactly what is expected of them by asking him or herself the following:

- How long will they have for the assignment?
- Do they understand the directions?
- Where should they write their answers?
- How do they check their answers?
- What if they have a question?
- What do they do when they complete the worksheet?

The answers to these questions should be part of the directions written on the sheet. While you are giving directions about the self-instructional worksheets, the other group should be involved in an independent activity such as silent reading, so that time is not wasted. It is not until the teacher is sure that all of the students have understood the assignment that he/she can begin a lesson with the other group of students. When self-instructional worksheets are first introduced, this process will take much longer, but after pupils become accustomed to using them, they should only need minimal instructions from the teacher. The worksheets could be handled in several ways:

- One student per worksheet
- One student with several worksheets
- A group of students with several worksheets

Once they have finished their work, they should check their answers with the correction sheet and then show the teacher who will quickly verify each child's work (this may be done during class or after as well).

## **Answers**

The pupils should never write their answers directly on the worksheet. First, because it's important that the students show their work and not just fill in

the blanks, and second because this allows the teacher to preserve the worksheets in good condition for future use.

### **Behaviour Management**

The teacher must ensure that the proper classroom conditions are maintained for this independent work to occur. Following are a couple of suggestions.

#### **Set the rules**

Many teachers don't use self-instructional worksheets because they think that they will lead to talking and high levels of noise and loss of classroom control. The first couple of times self-instructional worksheets are introduced, students will naturally be more talkative as they will not be used to working independently of the teacher. However, it is important to set up some rules from the beginning so that all pupils know what to expect from the activity and what is expected of them. For example:

- They should not disturb the teacher while he/she is working with the other group
- They should speak in low voices with their neighbours so as not to disturb the other students
- They should move around without making noise if they need to get up to obtain a worksheet
- They should (read a book, review their lesson....) when they are finished with their worksheet

### **Evaluation**

Evaluation is a very important part of the learning process. Not only does it allow the students to learn from their mistakes, but it allows the teacher to see where the students might need extra help. Using the answer grids allows the students to also take responsibility for their own learning but it is also important for the teacher to survey each child's work.

## SECTION 4

### CLASSROOM ORGANISATION AND MANAGEMENT

**Objectives:** By the end of the section participants should be able to:

- Define classroom management and identify elements that need to be managed;
- Identify reasons for pupil misbehaviour and list preventive management strategies
- Identify common reasons for pupil misbehaviours in a multi-grade classroom;
- Identify strategies to prevent misbehaviour in class;
- Identify strategies to manage misbehaviour in class;
- Explore the importance of their own teaching style and relationship with pupils in promoting acceptable behaviours;
- List key points to be considered in order to exercise control over the learning and teaching processes during lessons;
- List skills needed to deal effectively with the key issues of classroom control;
- Identify factors that cause mismanagement of time in the classroom;
- Explain the importance of planning and general preparedness for lessons to avoiding loss of time;
- Demonstrate the skills needed to manage instructional time effectively;
- List factors to be considered when organizing their classroom;
- Identify various seating arrangements and state their usefulness;
- Determine factors that cause pupil discomfort; and
- Describe strategies that will promote pupils' physical and emotional comfort.

**Time:** 5 hours 45 minutes

**Sessions:**

**A. Classroom Management Introduction**

- Activity 1: Classroom Management

**B. Management of Pupil Behaviour**

- Activity 2: Preventative Pupil Behaviour Management
- Activity 3: Management of Pupil Behaviour after it Occurs

**C. Management of the Learning Process**

- Activity 4: Management of the Learning Process

**D. Instructional Time Management**

- Activity 5: Instructional Time Use

**E. Classroom Organization (Space and Furniture)**

- Activity 6: Classroom Organization – Physical Space

**F. Conclusion**

- Activity 7: Journal Writing
- Activity 8: Evaluation

**Materials:**

- |  |   |   |  |
|--|---|---|--|
| <input checked="" type="checkbox"/> Flipchart    | <input checked="" type="checkbox"/> Journals                        | <input checked="" type="checkbox"/> Teaching strategies list from section 3 | <input checked="" type="checkbox"/> Journal questions    |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Copy paper                      |   | <input checked="" type="checkbox"/> Evaluation questions |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> H. 6 copies                     | <input checked="" type="checkbox"/> Prepared flipchart (Activity 4)         |  |
| <input checked="" type="checkbox"/> Tape         | <input checked="" type="checkbox"/> Prepared flipchart (Activity 2) |   |  |

## SECTION 4

### CLASSROOM ORGANISATION AND MANAGEMENT

#### A. Classroom Management Introduction

The classroom is a social set-up where a number of aspects need to be organized and managed for effective teaching and learning to take place. In this section, we shall carry out activities that will enable participants to explain the concept of “classroom management” and identify key aspects in the multi-grade setting. It is prudent for any training course in classroom management to help participants to reflect on the classroom and identify the main elements that need to be organized and managed. In order to be effective in doing that, the trainer should first make sure participants have a clear concept of classroom management. This next section will look at various ways that a multi-grade classroom can be organized and hence easily managed.

**Objectives:** By the end of the session participants should be able to:

- Define classroom management and identify elements that need to be managed; and
- Identify reasons for pupil misbehaviour and list preventive management strategies.

#### CONTENT

##### **What is classroom management?**

Classroom management is the organisation and procedures that help to create a supportive learning environment in the classroom. It also entails teachers’ ability to exercise control over these elements to make teaching and learning interesting and effective.

## CONTENT

### Key aspect of classroom management:

Pupil Behaviour;  
Teaching and learning process;  
Time management;  
Classroom space and furniture organization; and  
Teaching/Learning materials

## PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

### Activity #1: Classroom Management

#### Purpose:

The purpose of this activity is for participants to define the concept of classroom management and to identify the aspects of their classrooms which they have to manage. The following activities will then look at each of the aspects of the classroom that need to be managed in more detail.

**Time:** 30 Minutes

#### Materials:

- Flipchart
- Markers
- Tape

#### Instructions:

1. As a whole group, ask the participants to brainstorm the concept of classroom management and to come up with a definition together. *F: Write their definition on a flipchart for everyone to see.*
2. After the group defines classroom management, ask them to list key aspects of the classroom that need to be managed. *F: Write their brainstorm list on another flipchart paper as they call out things.*

3. Ask the participants to group their items into categories. *F: As the facilitator guide this process so that they identify the categories below. Then write these on the definition of classroom management.*
  - a. Pupil behaviour
  - b. Teaching and learning process
  - c. Instructional materials
  - d. Time
  
4. ***F: Tell participants that the following activities will examine in detail how to manage each of these specific aspects of classroom management.***

## **B. Management of Pupil Behaviour**

Preventative management strategies can support positive pupil behaviour. This session will guide the participants through identifying preventative methods as well as ways to manage behaviour when it occurs. Multi-grade classroom can be very conducive to learning when teachers have the necessary skills to create and maintain ‘trouble-free’ learning environment.

**Objectives:** By the end of the session participants should be able to:

- Identify common reasons for pupil misbehaviours in a multi-grade classroom;
- Identify strategies to prevent misbehaviour in class;
- Identify strategies to manage misbehaviour in class; and
- Explore the importance of their own teaching style and relationship with pupils in promoting acceptable behaviours.

## **CONTENT**

Working with pupils of different ages, ability levels, and social backgrounds can sometimes cause misbehaviours in class, especially when their unique individual needs are not being met. This causes distraction of the learning process and becomes a challenge.

When misbehaviour incidences happen, it is important to always find out the root causes, but it is perhaps more important to try to prevent or minimize their occurrence as much as possible. Here are some possible causes of misbehaviours in class:

- Presenting a lesson that is not interesting can cause boredom which can result in general misbehaviours;
- Poor teacher/pupil relationships;
- Physical discomfort due to thirst or external factors such as heat/cold;
- Early completion of tasks;
- Inability to do the task; and
- Challenges at home.

Knowing the causes of misbehaviours can help decide on preventive measures. Some ways of preventing misbehaviours in the classroom are:

- The use of well planned lessons that engage pupils in interesting activities throughout the lesson;
- Engaging activities that are relevant to students levels and abilities;
- Provision of conducive classroom environment such as adequate lighting of the classroom, ventilation, temperature, etc.;
- Being a role model in and out of class; and
- Establishing classroom rules with pupils.

Preventive measures often work well in managing pupil behaviours. However, if you have to resort to corrective disciplinary actions, you may want to consider the following points:

Suggested ways of handling misbehaviours:

- Always give one or two verbal warning before resorting to punishment;
- Hide your emotions as much as possible;
- Be firm and fair; and
- Avoid corporal punishment and resort to alternative disciplinary measures such as writing tasks, detentions deprivation of privileges and counselling.

## PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO

### Activity #2: Preventative Pupil Behaviour Management

**Purpose:** To identify preventive measures that teacher can implement to prevent misbehaviours in the classroom.

**Time:** 1 hour

**Materials:**

- Prepared flipchart of case study scenario
- Flipchart
- Markers

## Instructions:

1. Split participants into groups and ask for a volunteer to read the case study. *F: This flipchart should be prepared before you begin this session and hang it up in front of the class.*
2. On flipchart, each group should create the chart (as seen on the flipchart) listing the possible reasons for the misbehaviour and then the preventive measures that the teacher could have taken so that the behaviours did not happen in the first place. Encourage groups to be creative.
3. Allow groups 25 minutes and then ask each group to present their chart. Other groups should then comment if they have a different solution.
4. Continue group by group, asking each group to present until all of the ideas have been shared.
5. *F: Summarize the ideas that the teachers have discussed. Refer to the handbook on page 43-44 for more ideas.*

### Case Study Scenario

You are working with grade 4 pupils in a multi-grade classroom. You have asked grade 5 pupils to complete a task in Math. After some time, you notice that some pupils in grade 5 are working quietly but a few of them seem to be talking and disturbing others. You give them a warning, but they don't listen.

Reasons for Misbehaviour	Preventative Measures

### Activity #3: Management of Pupil Behaviour After it Occurs

**Purpose:** Participants will identify common misbehaviours in the classroom and the appropriate actions that the teacher can take to address these behaviours after they occur.

**Time:** 45 Minutes

**Materials:**

- Flipchart
- Markers
- Tape

**Instructions:**

1. Participants will brainstorm common misbehaviours they have observe in their classrooms. *F: Record their responses on flipchart.*
2. Participants will then be split up into small groups and each group will be assigned 1 or 2 of the misbehaviours. Their task is to then determine some creative ways of dealing with that behaviour.
3. Each group should then present their ideas. Allow the other groups to make comments and suggestions.
4. *F: Summarize the ideas that the teachers have discussed. Refer to the handbook on page 44-45 for more ideas.*

**C. Management of the Learning Process**

Multi-grade classrooms offer several challenges in terms of managing the teaching and learning processes. In this session, we shall examine key issues of classroom control during lessons.

**Objectives:** By the end of the session participants should be able to:

- List key points to be considered in order to exercise control over the learning and teaching processes during lessons; and
- List skills needed to deal effectively with the key issues of classroom control.

## **CONTENT**

During lesson presentation teachers are always challenged by many different issues relating to the learning process. They are required to be good decision makers and implementers in order to exercise full control over their lessons. Some of the issues or points that need to be considered in order to keep control over pupil's learning process are:

- ❖ How to capture pupils' attention and interest during lesson introduction;
- ❖ How to maintain their attention and interest throughout the lesson;
- ❖ How instructions are given for various activities;
- ❖ How to handle external interruptions; and
- ❖ How to conclude the lesson

In this manual, we shall be looking at various ways of managing the learning process at various stages within a lesson.

### ***Capturing Attention***

- Can the pupils relate to the lesson? Is the lesson relevant?
- Are the learning materials well displayed or available?
- How can we make lessons interesting and captivating?
- (see manual on page 45-48)

### ***Retaining Attention***

- Are you in control of the lesson or the children?
- Do the pupils understand the purpose and importance of each lesson?
- Do pupils know what they are supposed to do and expected to produce?
- Are your teaching strategies varied and suitable to the lesson and learners needs?
- Do pupils understand the various ways that you demand attention such as keeping quiet?

### ***Giving Instructions***

- Does everyone know what they are supposed to do?
- Are instructions understood and well written?
- Is there space to clarify questions and instruction?
- Have you allocated time for your activity and do all pupils know the time allocated?

### ***Handling Interruptions***

- What are the rules and do all pupils know them?
- What strategies do you have as a teacher when interrupted?

### ***Concluding Lessons***

- Is your plan for concluding the lessons clear to you?
- Have you allocated time for lesson conclusion?
- Is there time to be organized before the next class?

## **Activity #4: Management of the Learning Process**

**Purpose:** To examine how the teacher can effectively manage the various aspects of a lesson to maximize the teaching and learning process.

**Time:** 1 hour

### **Materials:**

- Flipchart
- Prepared flipcharts (7) with headings
- Markers
- Tape

## **Instructions:**

1. *F: Write each sentence at the top of the flipchart, so that you have 7 flipcharts with different sentences.*
2. Divide the participants into seven groups. Ask each group to discuss one of the following:
  - a. How to capture pupils' attention and interest during the lesson introduction.
  - b. How to maintain their attention and interest throughout the lesson.
  - c. How instructions are given for various activities.
  - d. How to support pupils who work in groups.
  - e. How to offer help to those who work individually.
  - f. How to handle external interruptions.
  - g. How to conclude a lesson.
3. Ask each group to discuss their topic and write down on the flipchart the key points or issues to be considered in exercising control over the teaching and learning process.
4. Each group should present to the whole group with time for comments from other groups.
5. *F: Summarize the ideas that the teachers have discussed.* Refer to the handbook on page 45-48 for more ideas.

## **D. Instructional Time Management**

Multi-grade teachers are prone to spending more time with one particular grade level than the other during lessons, especially if they don't plan their instructional time well. This session will guide the teachers to identify causes and effects of mismanagement of instructional time, as well as strategies to improve time management.

**Objectives:** By the end of the session participants should be able to:

- Identify factors that cause mismanagement of time in the classroom;
- Explain the importance of planning and general preparedness for lessons to avoid loss of time; and
- Demonstrate the skills needed to manage instructional time effectively.

## CONTENT

Time management is a real challenge teachers face every day. Recent research findings show that a lot of learning time is wasted. It is necessary at this stage for us to examine the factors that may cause mismanagement of time during lessons. Here are some factors that can cause loss of time and preventative measures.

- ❖ **Lack of Planning:** This can cause digressions, unnecessary repetitions, disorganization and subsequent loss of pupils' learning time.  
Preventative Measure: Proper lesson planning.
- ❖ **Not considering time during planning:** Un-planned time for various steps and activities can derail the course of a lesson.  
Preventative Measure: To avoid this, teachers should make good decisions about how much time should be allowed for the various lesson steps and activities.
- ❖ **Interruptions:** These are un-planned and may lead to loss of time.  
Preventative Measure: Handle all interruptions promptly with swiftness. Teachers should also have a procedure in place to teach students how to act when there is an

- ❖ Writing tasks for various grade levels on the chalk board for group work: This requires a lot of waiting time on the part of the pupils.

Preventative Measure: Write tasks on worksheets in advance (during planning). This saves time. Teacher can also write some of the notes/tasks on the board before class starts.

- ❖ Issuing wrong instructional materials to wrong grade level pupils: Teachers can lose valuable time in trying to normalize this situation.

Preventative Measure: At the end of each lesson, separate grade level materials and keep them in labelled containers.

This list is not exhaustive. You can think of more and add to the list.

### **Activity #5: Instructional Time Use**

**Purpose:** To help teachers identify specific areas where time loss is occurring in their own classrooms and to determine what measures they will take to decrease this time loss.

**Time:** 1 hour

**Materials:**

- Flipchart
- Markers
- Tape
- Copies of handout 6

## **Instructions:**

1. *F: Present a brief introduction to the idea of instructional time loss in the classroom. Use the information in the content section to guide this.*
2. Independently, the participants should brainstorm answers to the questions below. (10 minutes)
  - a. Where does time-loss occur in their classroom?
  - b. What measures could they take to prevent this loss of time?
3. They should then be asked to pair up with the person sitting next to them to share their responses. The pairs will then write their combined responses on flipchart. (15 minutes)
4. Each pair will present to the group and participants are encouraged to respond to the presentations.

Some examples of time-loss in the classroom might be:

- Teacher passing out the textbooks one by one
  - Taking roll in an ineffective manner
  - Writing lessons on the blackboard
  - Talking with someone outside the class
  - Working with one grade level while the other sits waiting
5. To wrap-up this activity, give each participant a copy of handout 6. Explain to them that this was a study done throughout several sub-Saharan African countries. Ask the participants to critique this model and to apply their work in this activity to this problem of instructional time loss. Focus this discussion on strategies that they can do as a teacher to maximize instructional time.

## **E. Classroom Organisation (Space and Furniture)**

Multi-grade teachers are required to be skilful in setting up the right kind of physical classroom environment to prompt positive behaviour and implement various teaching strategies to create a positive learning environment in the multi-grade classroom. A teacher needs to be well organized to be a good manager.

**Objectives:** By the end of the session participants should be able to:

- List factors to be considered when organizing their classroom;
- Identify various seating arrangements and state their usefulness;
- Determine factors that cause pupil discomfort; and
- Describe strategies that will promote pupils' physical and emotional comfort.

### **CONTENT**

The usual classroom organization in most classrooms is to have desks arranged in neat rows facing the teacher at the blackboard. This set-up is appropriate only for the most commonly used teacher centred method, in which the teacher teaches the whole class most of the time. In multi-grade classroom this method of classroom organization may not work well all the time; however, the actual classroom organization will depend on the space available, furniture type, the subject/topic being taught, teacher's awareness of options and the strategies used.

In arranging the classroom the teacher may take note of the following:

- That all the pupils see the chalkboard and can hear the teacher.
- That all the pupils access the learning materials without interruption.
- Left-handed and right-handed pupils should sit in such a way that they do not disturb each other.
- Group the different grades separately.
- Pupils in wheel chair are seated close to the classroom door.
- Activity corners made available for both grades.

**NOTE:**

Activity corners are areas set aside in the classroom where learning materials associated to subject areas are displayed. These materials are designed to develop pupils' independent learning skills. The materials on display may include posters, games, pictures and models, supplementary readers, and samples of pupils work.

**Examples of seating organization see pages 56-58 in the handbook for more examples**

- ❖ Pupils may sit in semi-circles (good for story telling)
- ❖ Pupils may sit on a number of chairs around one or more tables put together. This is good for group work, yet they can still see and hear the teacher during whole class teaching.

**Activity #6: Classroom Organization – Physical Space**

**Purpose:** To identify various ways of organizing the classroom space to suit the intended teaching styles.

**Time:** 45 Minutes

## Materials:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Flipcharts | <input checked="" type="checkbox"/> Tape             | <input checked="" type="checkbox"/> Flipchart of teaching strategies from section 3 |
| <input checked="" type="checkbox"/> Markers    | <input checked="" type="checkbox"/> Blank copy paper |   |

## Instructions:

1. Ask participants to individually draw an illustration (on copy paper) of the organization of their classroom. They should include the blackboard, teacher's desk, arrangement of pupils' desks and number of students per desk, etc.
2. Participants should then find others whose illustrations/classrooms are organized in a similar way, and form a group accordingly.
3. *F: During this time, hang up the list of teaching strategies that the participants developed during section 3 of the training.*
4. Next, ask the participants to refer back to the list of teaching strategies to identify which strategies are particularly suited to the way their class is currently organized.
5. On flipchart, they should then draw different ways they could organize their classroom space for each of the different teaching strategies. Encourage them to think creatively about different ways they could organize their classrooms. *F: Walk around the room and facilitate this activity.*
6. Groups should hang up their illustrations around the training room. Everyone should walk around the room to view illustrations from each of the different groups. Groups need to select one group member to stand by their set ups to explain their illustrations to other people that come by to view.
7. *F: Lead a debriefing of what was learned from the activity, emphasizing that the way the physical space is organized should be directly tied to the teaching strategies being used. A multi-grade*

*classroom should not remain in a fixed position. See pages 56-58 in the handbook for additional examples.*

## **Conclusion**

In this section we defined classroom management. We also identified the key aspects of classroom management as pupil's behaviour management, management of teaching and learning process, classroom organization, and time management. It is hoped that participants will try to implement strategies explored in this section to improve their classroom management skills.

## **PART 3: PRACTICAL APPLICATION**

### **Activity #7: What Next? Roles and Expectations**

**Purpose:** To identify specific tasks that the teachers, head teachers, regional staff and cluster monitors will carry out before the next training.

**Time:** 30 minutes

#### **Materials:**

- Writing paper
- Journals
- Prepared flipchart (3) with instructions

#### **Instructions:**

1. The trainer should ask participants to get into the following groups: 1 – Teachers, 2 – Head Teachers, 3 – Cluster Monitors. Each group should be given the assignments below.

Teachers	Cluster Monitors
<ul style="list-style-type: none"> <li>• Identify three specific practices (such as teaching strategies, groupings of students, time management) that you will implement or try out in your classroom in the next 2 weeks. Be specific.</li> <li>• Reflect in written form (journals) on:               <ul style="list-style-type: none"> <li>○ What worked</li> <li>○ What didn't go well?</li> <li>○ What would you do differently next time?</li> </ul> </li> <li>• Participants should bring these reflections to the next training along with 3 lessons plans that show the new activities that they have incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify three specific ways that you will support your multi-grade teachers over the next two weeks.</li> <li>• Bring the results of this support to the next training.</li> </ul> <p style="text-align: center;"><b>Head Teachers</b></p> <ul style="list-style-type: none"> <li>• Identify three specific ways that you will support your multi-grade teachers over the next two weeks.</li> <li>• Bring the results of this support to the next training.</li> </ul>

2. The participants should share their plans to the whole-group to encourage accountability.

### Activity #8: Evaluation

**Purpose:** Allow participants to evaluate the training and give insight into which areas they still need help.

**Time:** 15 minutes

**Materials:**

- Writing paper
- Prepared flipchart with evaluation questions

Evaluation Questions
<ol style="list-style-type: none"> <li>1. On a scale of 1-5, when 1 = No confidence and 5 = extremely confident, how confident were you in your ability to teach multi-grade before the first two trainings and now after the 2 trainings?</li> <li>2. What specific activities from the trainings led to this change in confidence level?</li> </ol>

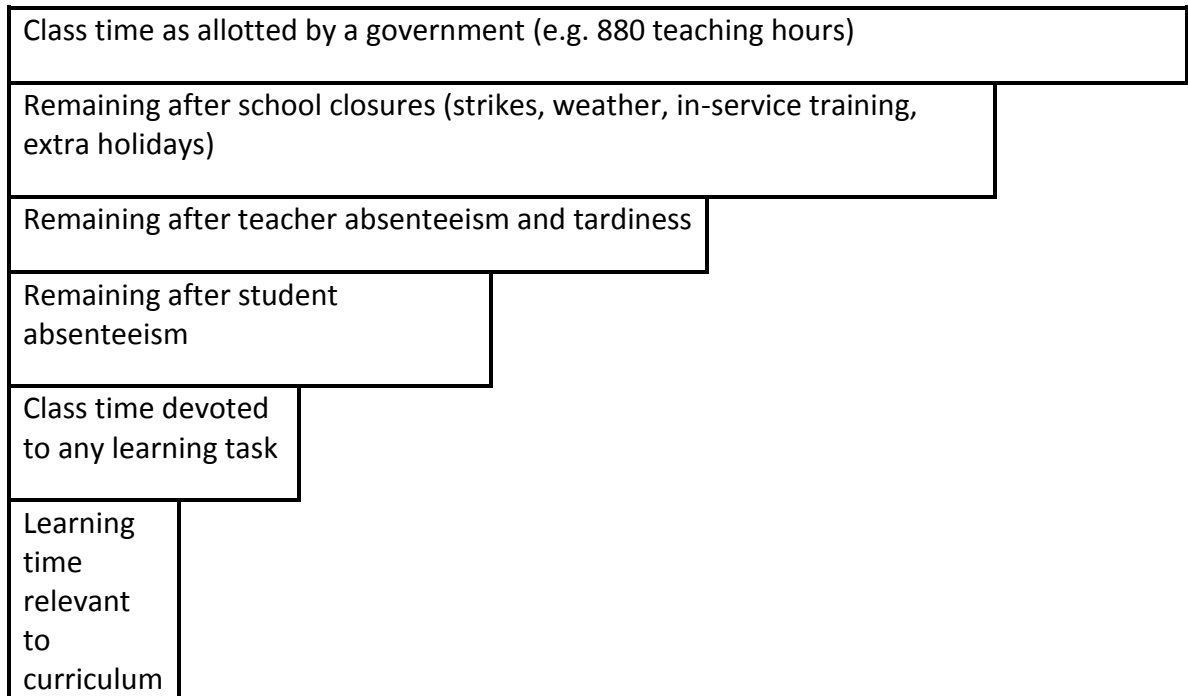
**Instructions:**

1. Write the following question on a flipchart and ask participants to answer each question on a blank sheet of paper.
2. Collect their responses and use to inform the next training to meet their needs.

## Handout 6: Instructional Time Loss Model

### **Figure 1. Instructional Time Loss Model**

*From The Economics of Instructional Time (Helen Abadzi, 2006)*



## SECTION FIVE

### INSTRUCTIONAL RESOURCES FOR MULTI-GRADE

**Objectives:** By the end of the section participants should be able to:

- List challenges faced by teachers in making teaching and learning materials and suggest solutions;
- Make and utilize teaching and learning materials;
- List strategies for organizing/managing instructional materials in a multi-grade setting; and
- Identify strategies to utilize the community as a resource.

**Time:** 5 hours 25 minutes

#### Sessions:

- Activity 1: Locating our Resources
- Activity 2: Effective Resource Management
- Activity 3: Producing Local Teaching and Learning Aids
- Activity 4: The Community as a Resource
- Activity 5: Involving the Community in the Classroom
- Activity 6: Journal Writing

#### Materials:

- |  |   |  |   |   |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Flipchart    | <input checked="" type="checkbox"/> Journals                      | <input checked="" type="checkbox"/> Trainers' locally made resources | <input checked="" type="checkbox"/> Prepared flipchart (activity 1) | <input checked="" type="checkbox"/> Prepared flipchart (activity 4) |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Text books                    |  | <input checked="" type="checkbox"/> Prepared flipchart (activity 2) | <input checked="" type="checkbox"/> Prepared flipchart (activity 6) |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> Participants' local materials |  |   |   |
| <input checked="" type="checkbox"/> Tape         |   |  |   |   |

## SECTION FIVE

### INSTRUCTIONAL RESOURCES FOR MULTI-GRADE

#### INTRODUCTION

Materials can make teaching and learning process stimulating, provided they are properly utilized and managed. Nevertheless, it is not unusual to find most classrooms in our educational system without teaching aids and the few that are available are sometimes poorly managed and utilized. In this section we shall look at how to create locally made learning resources, the challenges teachers face in making local resources, and how to manage them properly.

**Objectives:** By the end of the section participants should be able to:

- List challenges faced by teachers in making teaching and learning materials and suggest solutions;
- Make and utilize teaching and learning materials;
- List strategies for organizing/managing instructional materials in a multi-grade setting; and
- Identify strategies to utilize the community as a resource.

#### CONTENT

Teaching and learning resources are things that help make the teaching and learning process interactive, interesting and effective.

These are:

- Curriculum materials (syllabus, teachers' guide and pupils' books).
- Teaching and learning aids (materials) that are often provided by the teacher.
- Objects relevant to the lesson. Examples could include uprooted plants, flowers, tools, scales, thermometers etc.

## CONTENT

- **Models, pictures or diagrams** of things being taught.
- **Game boards/cards and puppets** are useful teaching/learning materials.
- **Self instructional worksheets** are designed for pupils to work on a task individually, in pairs, or small groups.

Multi-grade teachers need adequate teaching and learning aids to cater for the pupils' need to work independently of the teacher. Teaching and learning materials are important because they help pupils to:

- Concretize abstract concepts through firsthand experience;
- Understand and remember facts, process, and principles;
- Carry out instructions accurately, especially worksheets and instructions sheets/cards;
- Develop logical thinking, like in matching cards ordering pictured and objects; and
- Capture and maintain pupil's attention and interest in the lesson.

*F: The list is not exhaustive. You can add more.*

## Challenges faced by teachers in making instructional resources

Some of the challenges faced by teachers in making their own instructional materials are:

- Lack of raw materials (flipcharts, glue, colouring materials etc.);
- Lack of artistic skills to make teaching aids;
- Lack of time; and
- Lack of equipment (Scissors, knife, saw, hammer etc.).

For Suggested solutions, refer to the teacher's handbook on page 50-51.

**Here are some hints on how to utilize and organize the materials.**

- Are they enough for all individuals or groups?
- Do pupils know how to use them?
- Are they well displayed?

Mixed up instructional materials for different grade levels can create a lot of confusion during the lesson. Nothing is more frustrating than issuing the materials to pupils of different grades just to realize that the wrong materials have been issued to wrong grade level. Valuable teaching and learning time can be lost in trying to sort out what material each grade level needs. To avoid this scenario of time loss, we need to consider the following organizational procedures:

- ❖ After each lesson, ensure that all materials are sorted accordingly, and stored in separate containers;
- ❖ Ensure that the containers for each grade level materials are labelled clearly;
- ❖ Make sure that all the pupils know where to find and return their grade level materials;
- ❖ Take regular inventory of all grade level materials and be quick to announce if you discover some missing; and
- ❖ Assign responsibility to pupils for the storage, organization, and collection of materials.

## **PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO**

### **Activity #1: Locating our Resources**

**Purpose:** Teachers will identify all the resources they have at their disposal and explain ways to manage them.

**Time:** 30 minutes

**Materials:**

- Flipchart
- Tape
- Markers
- Prepared flipchart

**Instructions:**

1. Give each participant five minutes to list down all the resources they can think of in and around their classrooms, and where these can be found.
2. Participants should form small groups of 3-4 and share lists.
3. *F: At this time tape up the prepared flipchart.* Participants will make a table, as seen on the flipchart, and complete it for their resources.
4. Participants will present to the whole-group and other participants should be encouraged to respond/critique.
5. *F: Summarize the discussion.*

Resources	Where these resources can be found	How often are these used	Who should be responsible in caring and storing	Are they durable or easily perishable

**Activity #2: Effective Resource Management**

**Purpose:** The purpose of this activity is to effective ways to manage resources in the classroom.

**Time:** 20 minutes

**Materials:**

- Paper
- Prepared flipchart

**Instructions:**

1. Divide the class into two groups and have them discuss the scenario from the Handbooks (as written on the flipchart). They should read it and discuss the case study within their groups.
2. Each group should then share their main discussion points with the rest of the groups.

**Resource Management Scenario**

You distribute teaching and learning materials to pupils of different grade levels. You then realize that the wrong materials have been issued.

1. *What are the possible causes of this situation?*
2. *What problems can be faced in this situation?*
3. *How can you avoid this from happening next time?*

If you have time, discuss other scenarios that might happen and give possible solutions.

**PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO**

**Activity #3: Producing local teaching and learning aids**

***\*F: Before you begin this lesson, participants need to bring at least 3 items from the local environment. This could include natural items as well as man-made items they find around the training site. They could collect these during a break.***

***\*F: It is suggested that the trainer should bring and show a wide variety of teaching and learning aids made from materials that could be found in any village/region of the country.***

**Purpose:** The purpose of this activity is to help participants identify challenges in making teaching and learning materials and to identify possible solutions that involve using local resources. Participants will have a hands-on opportunity to get creative with local materials to produce actual teaching and learning aids that are relevant with specific lessons. The participants will also have the opportunity to view and interact with examples of teaching aids made from locally available materials, which the trainer provides, to give them ideas for their own classrooms.

**Time:** 2 hours

**Materials:**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Flipchart | <input checked="" type="checkbox"/> Text books                    | <input checked="" type="checkbox"/> Trainer's locally made resources |
| <input checked="" type="checkbox"/> Markers   | <input checked="" type="checkbox"/> Participants' local materials |  |

**Instructions:**

1. Divide participants in two groups and ask them to list the challenges they face in making teaching and learning materials. They should also list possible solutions. They can do this in a chart format. (15 minutes)
2. Group secretaries make presentations and participants discuss the challenges and possible solutions. The other groups then have the chance to respond and add other suggestions. (15 minutes)
3. Participants should then get into groups according to the grade levels they teach. Give each group textbooks for 1 or 2 subjects in their grade level.
4. Using the locally available resources they brought with them, ask each group to go through each unit and determine how they could adapt their resources into teaching and learning aids to fit the lessons. They should come up with as many as possible in the amount of time allotted. *F: You could frame this as a challenge between groups.*

5. *F: Set-up (around the room) the locally made materials that you brought to this training. While participants are working, they can walk around the room and view the materials brought by the trainer. (1 hour)*
6. Ask one person from each group to share the resources they created and explain how they would use them in a lesson. (30 minutes)

### **Activity #4: The Community as a Resource**

**Purpose:** The participants will develop strategies to utilize the community as a resource to enhance teaching and learning while developing a strong relationship with their community.

**Time:** 1 hour 30 minutes

**Materials:**

- Paper
- Flipcharts
- Markers
- Prepared flipchart

**Community as a Resource**

1. Reflect on your classroom experience and state how you have used the community as a resource in your school/classroom.
2. In what other ways can you use the community to enhance teaching and learning?

**Instructions:**

1. Independently, participants will answer the questions. (10 minutes)
2. Participants will pair up with a person sitting close and share responses. (10 minutes)
3. Each pair can share with the larger group.
4. *F: Ask the participants to reflect on what they need to do, as teachers, to be able to incorporate the community in their school/classrooms. Guide the discussion towards the understanding that strong relationships need to be established, then continue to step 5.*

5. Divide participants up by school (*F: If there are teachers from difference schools, make groups of 3-4*). Ask each group to consider ways that they can develop a stronger relationship with their community in order to enhance the participation of the community in the life of the school. Another way of looking at this question is how can your school provide a service to the community? (30 minutes)
6. Groups should then post the flipcharts around the room and take 10 minutes to walk around and view the different groups' productions.
7. Participants should then report back to the whole group on what they have learned or new ideas they hadn't previously considered. See page 55-56 in the handbook.

### PART 3: PRACTICAL APPLICATION

#### Activity #5: Involving the Community in the Classroom

**Purpose:** Participants will identify community members that could participate in specific lessons.

**Time:** 45 minutes

**Materials:**

- Markers
- Flipcharts
- Paper

**Instructions:**

1. Participants should remain in the same groups as the previous activity and reflect on the different human resources in their community.

2. Then, using their textbooks and looking back at the different units, participants will identify specific community members that could be a key resource (or support) in the delivery of lessons. Groups can write unit topics, the person, and role in lesson on flipchart.
3. Groups will then post the flipcharts around the room. Participants will take 10 minutes to walk around and view the different groups' productions.
4. Participants should then report back to the whole group with any comments, suggestions, questions, and/or new ideas.

### Activity #6: Journal Writing

**Purpose:** Participants will have an opportunity to look back at their lessons from the prior week and identify teaching and learning materials that could have been incorporated.

**Time:** 20 minutes

**Materials:**

- Prepared flipchart
- Journals

**Instructions:**

1. *F: Hang the flipchart in the front of the room. Instruct the teachers to get their journals.*
2. Independently, the participants will take 15 minutes to respond to the journal questions (writing in their journals).
3. Encourage participants to share their reflections with the whole-group.

**Journal Reflections: In your journals, answer the following questions.**

- 1) Think about a lesson that you facilitated in a class last week. What was the topic?
- 2) What teaching and learning materials could you have designed from local resources? How could you have incorporated community members in the lesson? What could have been the potential outcomes from using these?
- 3) Reflecting on the initial challenge that you described in the first journal response in section 1, how could your ideas in question 2 (above) address your challenge?

## **SUMMARY AND CONCLUSION**

In this section of the manual we have learnt that teaching aids and the community are resources that can help to create an interesting and effective learning environment for both students and teachers. The activities in this section involved identifying the challenges faced by teachers when making teaching and learning materials. This process enabled us to share our experiences, but more importantly it helped us to identify practical solutions to the challenges. This section has also provided tips to incorporate the use of locally available materials and human resources within the community. Overall, this section explores strategies and skills in making, utilizing, and organizing instructional materials. It is intended that trainees will continue to appreciate the importance of teaching and learning materials, and therefore, continue making and utilizing them in a very organized way.

## SECTION SIX

### MONITORING, ASSESSMENT AND EVALUATION

**Objectives:** By the end of the section participants should be able to:

- Define monitoring, explain the purpose, the list methods of effective monitoring;
- Define assessment and types of assessments, and identify assessment strategies; and
- Explain the link between assessment and evaluation.

**Time:** 4 hours 15 minutes

#### Sessions:

- Activity 1: Monitoring
- Activity 2: Monitoring Role-Play
- Activity 3: Assessment
- Activity 4: Linking Objectives to Assessment
- Activity 5: Case Study
- Activity 6: Evaluation
- Activity 7: Journal Writing

#### Materials:

- |  |  |   |   |
|--|--|---|---|
| <input checked="" type="checkbox"/> Flipchart    | <input checked="" type="checkbox"/> Journals             | <input checked="" type="checkbox"/> Copies of H. 8 & 9 (optional)   | <input checked="" type="checkbox"/> Prepared flipchart (activity 5) |
| <input checked="" type="checkbox"/> Paper        | <input checked="" type="checkbox"/> Samples lesson plans | <input checked="" type="checkbox"/> Prepared flipchart (activity 3) | <input checked="" type="checkbox"/> Prepared flipchart (activity 7) |
| <input checked="" type="checkbox"/> Markers/Pens | <input checked="" type="checkbox"/> Copies of H. 7       |   |   |
| <input checked="" type="checkbox"/> Tape         |  |   |   |

## SECTION SIX

### MONITORING, ASSESSMENT AND EVALUATION

#### INTRODUCTION

Teachers want to have an organized class where all the students learn, have new experiences, and acquire new skills. In order to do this, it is essential that the teacher continually reflects on lessons and explores ways to make them better. It is also important that he or she continually checks the progress of lessons during instructional time. In this section, participants will be exposed to monitoring, assessment, and evaluation concepts and will explore strategies for implementation.

**Objectives:** By the end of the section participants should be able to:

- Define monitoring, explain the purpose, the list methods of effective monitoring;
- Define assessment and types of assessments, and identify assessment strategies; and
- Explain the link between assessment and evaluation.

#### CONTENT

##### Monitoring

###### *What is Monitoring?*

Monitoring is keenly observing and keeping track of what is going on over a period of time.

## CONTENT

### *What is the purpose of monitoring?*

By monitoring lessons, the teacher seeks to find out:

1. The flow of the lessons during instructional time;
2. The amount of time needed to complete the tasks being given to each grade level. This will help the teacher to improve on time management and adapt lessons during instructional time;
3. The number of pupils who understand the lesson or those who make progress in their performance; and
4. The behaviour problems that need addressing.

### *How can the teacher monitor effectively?*

- Teachers need to be visible. The best way is to move around the class to talk to individuals and groups and to check potential disciplinary problems.
- Teachers should not be stationary. Small samples of work can be checked while moving around the room. This will help the teacher to give immediate feedback to individuals or groups on progress of work. Those who receive help can then be in position to help others in the group.
- Time should be divided equally between the grade levels to ensure that each group or individual receives the teacher's attention and support during the lesson.
- Teachers need to have clear objectives on what they want the pupils to achieve through the lesson. Planning lessons becomes an important aspect as teachers can easily monitor as the class progresses.

## **CONTENT**

### **Assessment**

These are activities that inform teachers about student understanding of content. They can be used to show individual growth, to determine whether objectives/standards have been achieved, and/or how students perform compared to their peers. Teachers assess students all the time. The more purposeful they are in the types, forms, and uses of the results, the better learning environment they will create.

#### **Key Assessment Points:**

- Assessments should always be directly tied to the lesson objectives
- Should be different for the different grades in your classroom
- Are only effective if the results are used for planning (i.e. If the student(s) do not master the objectives, what re-teaching strategies will you perform?)
- Should incorporate different modes of demonstration of learning (i.e. verbal, linguistic, kinaesthetic, musical etc)
- The scoring plan of the assessment should be communicated to your students (i.e. do you your students know how to earn full points for an assignment?)
- They should always be purposefully planned!

### **Evaluation**

Evaluation is a judgment that teachers make to determine whether or not the students achieved the learning goals. To make the evaluation, it is necessary to use the results of several types of assessments.

## CONTENT

### Evaluation (continued)

In most cases it would be beneficial to determine the factors that led to an evaluation. Teachers should reflect on the types of resources, assessments, and instructional strategies used, to determine what was successful or not during an instructional period. Students might be prevented from demonstrating what they do know because of lack of time, a language barrier, and/or an invalid scoring guide.

Teachers should always evaluate their lessons. They may use student feedback, head teacher observations, student work, and their reflection on their practice, to determine the success of lessons and/or teaching practices.

## PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

### Activity #1: Monitoring

**Purpose:** The purpose of this activity is to clarify the concept of monitoring while exploring ways teachers can effectively monitor the teaching and learning processes.

**Time:** 1 hour

**Materials:**

- Flipchart
- Markers
- Writing paper
- Pens

**Instructions:**

1. The participants will engage in a group discussion on “What is Monitoring” and will come up with a common definition. *F: Write their ideas and the final definition on flipchart.*
2. The participants will be divided into 3 groups. *F: If you have teachers, head teachers and education officers such as cluster monitors, separate the groups.*
3. Ask each group to answer the following three questions and to write up their responses on a flip chart to be shared with the group.
  - a. What do we monitor?
  - b. What is the purpose of monitoring?
  - c. What are specific ways we can monitor effectively?
4. Select one person from each group to report their answers to the other groups. Allow the other groups to comment or ask questions after each group presents.

<b>PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO</b>
--

**Activity # 2 Monitoring Role Play**

**Purpose:** The participants will act out a role play a teaching situation to demonstrate good and bad monitoring practices.

**Time:** 30 minutes

**Materials:**

- Prepared lesson plan (1)

**Instructions:**

1. *F: Select two participants beforehand to act as teachers to do a demonstration role play. Give the two teachers the same lesson plan and instruct one teacher to conduct the lesson plan while*

*demonstrating good monitoring practices. The other teacher will conduct the same lesson plan but will demonstrate ineffective monitoring practices.*

2. The selected teachers will conduct a class using the lesson plans one at a time (as described above). The other participants should be students but should also act as observers to identify what ways the teacher did or did not monitor effectively.
3. After the good and bad monitoring role play, the observers should comment on the two lessons focusing on the teacher's monitoring.

## PART 1: FINDING OUT WHAT PARTICIPANTS KNOW AND DO

### Activity # 3 Assessment

**Purpose:** The purpose of this activity is to help participants understand the meaning of assessment, the purpose of assessment, and the various forms that assessment can take.

**Time:** 1 hour

**Materials:**

- Markers
- Flipcharts
- Prepared flipchart

**Instructions:**

1. *F:* Lead a group discussion on "What is assessment" and "What do we assess" and write up the common answers on the flipchart.
2. Divide participants into 4 groups and ask each group to discuss one of the following questions and record their answers on a flipchart.
3. Each group should report their responses to the whole-group and have an opportunity to critique and discuss each other's work.

#### Assessment

1. What is the purpose of assessment?
2. Through what methods can pupils be assessed?
3. How do you know when your pupils have learnt something?
4. How can you be sure that pupils have understood the lesson?

## PART 2: BUILDING ON WHAT PARTICIPANTS KNOW AND DO

### Activity # 4: Linking Objectives to Assessment

**Purpose:** To help participants understand the link between their lesson objectives and how they assess their lessons.

**Time:** 45 minutes

**Materials:**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Flipcharts | <input checked="" type="checkbox"/> Sample lesson plans            | <input checked="" type="checkbox"/> Copies of handout 9 (optional) |
| <input checked="" type="checkbox"/> Markers    | <input checked="" type="checkbox"/> Copies of handout 8 (optional) |  |

**Instructions:**

1. *F: Give a brief exposé on how assessment is linked to objectives. Allow time for participants to ask questions. Use the information in the content section.*
2. Participants should be divided into 5 groups and each group should be given 1-2 sample lesson plans which contain objectives and activities but no assessment activity.
3. Ask each group to consider the lesson's objectives and to come up with 3 different ways that the teacher could assess that lesson. Groups should write their ideas on flipchart.
4. Groups then report out to the whole-group.

## PART 3: PRACTICAL APPLICATION

### Activity # 5: Case Study

**Purpose:** The purpose of this activity is to identify methods of continual assessment that can be used during lessons.

**Time:** 30 minutes

**Materials:**

- Flipchart
- Markers
- Prepared flipchart with case study scenario

**Case Study Scenario**

During a reading lesson, Mrs. Fatty reads a passage aloud while the students repeat after her and follow along in their books.

1. What advice would you give to Mrs. Fatty on how to ensure that the learners have understood and are able to follow the passage?
2. What are some other ways that Mrs. Fatty could teach the same passage differently?

**Instructions:**

1. Split participants into groups of 4-5 and give each group the following case study. Ask them to read the case study together and then answer the two questions on a flipchart.
2. Have groups post their answers around the room and ask participants to walk around and read the responses of the other groups.
3. Come back together for a large group discussion.

### Activity # 6: Evaluation

**Purpose:** This activity is designed to help participants understand the meaning of evaluation and its relationship to assessment. Participants will also review an assessment handout.

**Time:** 15 minutes

**Materials:**

- Copies of handout 7

**Instructions:**

1. Each participant will receive a copy of the *Assessment and Evaluation Handout*.
2. The participants will read the handout together and discuss. *F: Ask for volunteers to read sections of the handout.*
3. *F: In conclusion of this section, give an explanation of the meaning of evaluation and how it relates to assessment. Allow time for questions and discussion.*

**Activity # 7: Journal Writing**

**Purpose:** Participants will be able to reflect on their teaching practice, in regards to the section topics and make plans for implementation.

**Time:** 15 minutes

**Materials:**

- Journals
- Prepared flipchart

**Instructions:**

1. Independently, teachers will respond to the reflection questions. (10 minutes)
2. Invite participants to share their responses with the whole group. (5 minutes)

**Journal Reflections: In your journals, answer the following questions.**

- 1) What type of assessments (formative, summative, diagnostic) do you use in the classroom? Provide some examples.
- 2) What are new ideas/strategies that you learned in this section that you would like to implement in your class? How will you implement them?
- 3) What are your expected outcomes in regards to question 2?

## **SUMMARY AND CONCLUSION**

A multi-grade teacher needs to monitor, assess and evaluate his/her pupils. This section was intended to better understand these concepts in regards to their meaning and use in the classroom. In this section we learn that the term 'assessment' and 'evaluation' are very closely linked. The process of assessment helps to identify levels of achievement as well as learning difficulties in the pupils' work. Evaluation is the process by which teachers make judgment on their students' level of understanding. Finally, it is important to emphasize that teachers should always link assessments to the lesson objectives.

***\*F: At the end of this section, there is an activity for cluster monitors, or other education officers, who conduct classroom observations of teachers. This activity should be conducted if these officers are part of the training.***

## Handout 7: Assessment and Evaluation

### Types of Assessment

Type of Assessments	Definition	Examples (non-specific)
Formative	Assessments that is ongoing or continuous throughout learning/teaching. These happen throughout a lesson and are most effective on student learning when the results are used to guide instruction.	<ul style="list-style-type: none"><li>▪ Observation of skills, facial expressions, body language and participation in group work.</li><li>▪ Quizzes</li><li>▪ Class assignments</li><li>▪ Demonstrations</li><li>▪ Homework</li><li>▪ Questioning</li><li>▪ Composition</li><li>▪ Project Performance</li></ul>
Summative	Assessments that are given at the end of a planned chapter, unit, term, grade etc. It informs the teacher/student what objectives have been achieved at the end of an instructional period.	<ul style="list-style-type: none"><li>▪ Tests (written or oral)</li><li>▪ Exams (written or oral)</li><li>▪ Composition</li><li>▪ Project Performance</li></ul>
Diagnostic	Assessments that inform the teachers what students know at the start of a program, class, or lesson. It could be to assess reading ability, content knowledge, mathematics, etc. The results should be used to plan individual goals and differentiation within the curriculum.	<ul style="list-style-type: none"><li>▪ Test (written or oral)</li><li>▪ Exam (written or oral)</li></ul>

## Planning for Assessment

See below for a matrix that can be useful when planning assessments

### Basic description of the assessment plan:

	Questions	Teachers reflective response	Remarks
1.	Is this assessment <ul style="list-style-type: none"> <li>▪ Diagnostic</li> <li>▪ Formative</li> <li>▪ Summative</li> </ul>		
2.	Is the assessment tied in to the objectives of the lesson or what you want to assess? <ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ Sort of</li> </ul>		
3.	Are the directions clear including time <ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ Sort of</li> </ul>		
4.	Are the Criteria for scoring provided? <ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ Sort of</li> </ul>		
5.	What kind of student understanding does this assessment provide evidence of <ul style="list-style-type: none"> <li>▪ Memorizing (lower order thinking)</li> <li>▪ Application (medium order thinking)</li> <li>▪ Synthesis (higher order thinking)</li> </ul>		
6.	<b>Overall Comments/ Suggestions for improvement/ comments after the test has been done etc.</b>		

## Activity # 4: Feedback

**\*F:** *This activity should be conducted with the cluster monitors, or other education officers (head teachers) who conduct classroom observations of teachers, while the teachers are participating in the Activity # 4: Linking Objectives to Assessment.*

**Purpose:** This activity is designed to assist education officers in improving their feedback system involved with conducting classroom observations of teachers.

**Time:** 45 minutes

### **Materials:**

- Copies of handout 8
- Copies of handout 9

### **Instructions:**

1. Each participant will receive a copy of handout 8, *Worksheet on Giving Constructive Feedback*.
2. *F:* Complete the worksheet with the participants.
3. Each participant will receive a copy of handout 9 (Role plays). *F:* Ask for volunteers to participate in the role plays.
4. After each role-play, the other participants will provide feedback based on the guidelines in handout 8.

## Handout 8: Giving Constructive Feedback

### 1.) Be Specific and include the result rather than being general

---

**Not Constructive:** You have good classroom management

**Constructive:** You speak in a loud, clear voice and give very specific directions, and as a result, the children were always on task.

**Not Constructive:** You organize the classroom well

**Constructive:**

---

---

---

**Not Constructive:** Your assessment of the lesson was bad

**Constructive:**

---

---

---

### 2.) Be descriptive rather than judgmental

---

**Not Constructive:** You have very poor questioning techniques.

**Constructive:** Most of the questions you asked were closed question, where the children could respond with only a “yes” or “no”, so it was hard to assess whether they really understood the information.

**Not Constructive:** You did not manage your time well.

**Constructive:** \_\_\_\_\_

---

---

**Not Constructive:** I didn't like the way you concluded the lesson.

**Constructive:** \_\_\_\_\_

---

---

### 3.) Share information rather than giving advice

---

**Not Constructive:** There was a lot of time lost at the beginning of the lesson when you were passing out the text books. You should have asked two of the older students to help you pass them out in order to save time.

**Constructive:** There seemed to be a lot of time lost at the beginning of the lesson when you were passing out the text books. What could you have done differently to save time?

**Not Constructive:** There seemed to be a lot of students who finished their work early and had nothing to do. You should have provided extra work for the fast learners.

**Constructive:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Not Constructive:** It was hard to tell if the children were reading along with you or just repeating after you during the reading lesson. You should have asked several students to read aloud to check whether they were following along.

**Constructive:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **HANDOUT 9: Feedback Role-Plays**

### **Role Play 1: Non-Constructive Feedback**

- You didn't do a very good introduction to the lesson. You should have done a quick review of the previous lesson in order to link it with the current lesson.
- You don't have enough desks for all the children in your classroom. It is too crowded.
- You should also have enough textbooks for every child.
- You have very poor classroom management. The children were too noisy and were running around during the lesson.

### **Role Play 2: Constructive Feedback**

- You managed the classroom time very well by giving clear directions and providing enough work for even the fast learners, and as a result, all of the children were engaged in learning throughout the entire lesson.
- The diagram you used to demonstrate the parts of the plant was very small and therefore hard to read for children who weren't sitting at the front of the class. Can you think of some other ways you could have demonstrated the parts of the plant without using that diagram?
- You were very actively monitoring the students' work and providing feedback throughout the lesson and as a result, all of the students were on task and completed the assignment correctly.
- Your assessment of the children's learning at the end of the lesson didn't really allow you to tell if the objectives of your lesson were met. How might you have assessed the lesson differently in order to find out if you met the objectives?

## SECTION SEVEN FINAL TRAINING EVALUATION

### Activity #1: Individual Inventory/Self-Evaluation

**Purpose:** This activity allows participants to reflect on their own learning goals and to compare their results now, after completion of the training, to their baseline results.

**Time:** 30 minutes

**Materials:**

- Copies of Handout 2 (Self-Evaluation Tool)
- Copies of Handout 2 (completed forms from section 1)
- Stickers (or markers if stickers are not available)
- Prepared theme flipchart
- Prepared reflection flipchart
- Journals

**Instructions:**

1. *F: Provide each participant with a self-evaluation matrix (handout 2).*
2. Using the self-evaluation form, participants rate their levels of familiarity or desire using the following three levels:
  - I have no prior knowledge
  - I want to improve
  - I can teach it
3. In addition to rating their familiarity, participants can provide more specific details in the spaces provided. For example, if a teacher checks that she can teach “Teaching and Learning Strategies,” she might indicate what particular strategies—such as peer work or group work—she could teach.

4. Next, after the participants are finished with their self-evaluation, each individual places a mark next to the top three (3) components that they feel are their areas of strength and then they do the same for the components that are the most challenging for them.

Theme	Area of Strength	Challenging Area
MG Resources		
Teaching strategies		
Curriculum adaptation and planning		
Classroom organization and management		
Assessment and Evaluation		

5. *F: When they are finished, hang up the original chart that they completed in the first sections next to the new one.*

6. *F: Lead the whole-group in a discussion that compares and contrasts the two flipcharts. Ask the participants to reflect on the causes of the changes and what this means in terms of their teaching. What next? What are the implications of this training on their teaching? Student achievement?*

7. As a wrap-up, return the original self-evaluation forms to the participants (the ones that they completed during the beginning of this training). In a review of the training, ask the participants to list and describe activities that they did to improve in each of the areas of the evaluation. *F: Provide supporting content as needed when they identify training activities).*

**Journal Reflections: In your journals, respond to the following:**

1. Compare and contrast the results of the two evaluation forms.
  - a. How do they compare/contrast?
  - b. What accounts for the similarities/differences?
2. What are your next steps to continue improving your practice and student achievement?
3. Re-visit your initial challenge. Write about your progress on that issue.
4. How will you incorporate your journal in your professional development?

8. Lastly, the participants should evaluate their learning by writing a reflection in their journals.

## REFERENCES

Cohen, L., Manion, L. & Morrison, L. (2007). *Research Methods in Education*, London: Routledge.

Commonwealth Secretariat. (2007). Resource Materials for Multi-Grade Teaching.

Denzin, N. K and Lincoln, Y. S. (2000). *Handbook of Qualitative Research*, London: Sage Publication, Inc.

Elsworth, D. (2000). The Gambia handbook for multi-grade teaching in schools.

Joubert, J. Multi-Grade Education

UNESCO. (2001). A Handbook for Teachers of Multi-grade classes. Volume 2