

LEARNING FOR SUSTAINABLE DEVELOPMENT



Kenya Institute of
Special Education

Training Handbook: School-Based Teacher Development for Inclusive Education



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Teacher Education in Sub-Saharan Africa

Training Handbook School-based Teacher Development for Inclusive Education



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Training Handbook: School-based Teacher Development for Inclusive Education

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.



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This handbook draws on the COL SBTD Toolkit, ZEST Teachers Handbook, and the TESSA Inclusive Education Toolkit and has been developed jointly by a team from The Open University UK, COL and The Kenya Institute of Special Education (KISE).

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INTRODUCTION

Being a good teacher means being a good learner, especially when new initiatives, such as the competency-based curriculum (CBC) in Kenya, call for new teaching approaches. Traditional forms of continuing professional development (CPD), when teachers go away from school to attend courses, have been shown to have limited impact. Much more effective is school-based CPD, in which teachers work together in school to understand new ideas, try them out in their classrooms and reflect together on what they are learning.

SBTD is based on the view that to implement new ideas teachers need to:

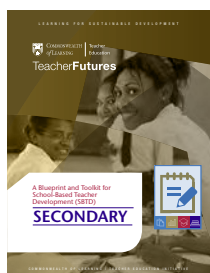
- Work together (**collaborate**).
- Try new approaches in their classroom (**practise**).
- Think about and discuss how it went (**reflect**) (Korthagen, 2017).

They need to do this over time. In this way, new approaches gradually become embedded. This SBTD programme will help your school to establish a culture of continuous professional learning.

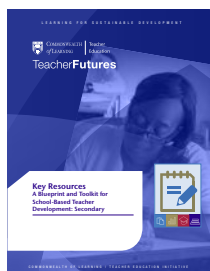
How to use this handbook

This handbook supports a programme of SBTD for inclusive education, drawing on international research. It is based on the Commonwealth for Learning (COL) Teacher Futures programme.

This handbook is to be used with e-book resources:

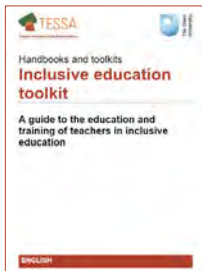


A Blueprint and Toolkit for School-Based Teacher Development: Secondary (<http://oasis.col.org/handle/11599/3282>).



Key Resources – A Blueprint and Toolkit for School-Based Teacher Development: Secondary (<http://oasis.col.org/handle/11599/3283>).

It also draws on:



The Teacher Education in sub-Saharan Africa (TESSA) Inclusive Education Toolkit (<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=153822>).



The Girl's Access to Education (GATE) Disability Directory (<https://www.open.edu/openlearncreate/course/view.php?id=2579>).



The programme is structured around 16 sessions as suggested in the SBTD Implementation Guide (<http://oasis.col.org/handle/11599/3285>).

Each session involves teachers in 2–3 hours of work, which includes running a classroom activity which they have planned. The suggestion in this pilot programme is that meetings are fortnightly.

Each session involves **collaboration, practise and reflection**. You will:

- Read the relevant page in this booklet and engage with and suggested web-based resources on the COL website.
- Attend a meeting in school with other teachers during which you will work through the activities in this handbook and collaboratively plan activities to try in your classroom.
- Try some activities in your classroom and reflect on them with colleagues.

It is recommended that you keep a notebook. You can do this electronically on your phone, tablet computer, or laptop. Alternatively, you can use a conventional notebook. You will need to write:

- Notes on your reading.
- Responses to the activities that you carry out during meetings.
- Plans for activities that you will carry out in your classroom.
- Reflections on how those activities went, what went well and what you would do differently.

Effective meetings

This course is based on the assumption that in each school there will be regular meetings for teachers, lasting between 30 minutes and 1 hour. These should fit into the school day (**collaboration**). They may be after school, or during a timetabled break. One teacher will facilitate the meeting, which involves leading discussions (not giving a lecture!) and ensuring that the time is used productively. You will need to make notes and be prepared to talk about how the plans you made in the previous meeting worked (**reflection**) when you tried them in the classroom (**practise**).



Activities 1 and 2 below should be carried out before the beginning of term as teachers are preparing for the months ahead.

In this meeting the head teacher/school champion lead will explain the programme.



Activity 1: Making the most of teacher meetings

In pairs:

- Think about meetings you have attended or would like to attend.
- What would a 'good' meeting be like for you?

As a group, share your main points:

One person could write these on a chalkboard.

- Agree a list of features of an effective meeting.
- Write them onto a chart which can be displayed in the staffroom.

Some of the things you might have thought of could be:

- Everyone felt able to contribute.
- You have learned something new which will help you teach better.
- The work done in the meeting has saved you time as you have planned some classroom activities for next week.
- You have had the chance to talk about things you were concerned about.

- People listened to each other.
- The facilitator had planned the meeting and the time was used productively.
- The agenda was shared in advance.
- The people attending the meeting had prepared themselves in advance.



Activity 2: Planning for the term

As a group:

- Decide on the time and place for your regular meetings. Will you meet as a whole group or as smaller groups?
- Access the [COL website and browse some of the resources there](#).
- Read page 4 of this handbook and discuss the question: 'What is inclusive teaching'?
- Prepare for the first meeting by reading Session 1 'before the meeting' (p6) and completing the audit about inclusive behaviour. Try to answer as honestly as possible.

What is 'inclusive teaching'?

It is helpful to think of inclusive practice as operating at three different levels, or 'waves' (a term used in the UK and sometimes more internationally – see Sarton, E. and Smith, M. (2018). [UNICEF Think Piece Series: Disability Inclusion. UNICEF Eastern and Southern Africa Regional Office, Nairobi](#)).

In this model, inclusive education (IE) is seen as a 'graduated response' and is the responsibility of all teachers. Think of IE as three levels of intervention. This is described in more detail in Key Resource 16.

LEVEL 1

The model proposes that the first level toward good inclusive practice is ensuring that all teachers are teaching to as high a standard as possible using well-founded pedagogical principles, including differentiating work to cater for a variety of needs. This SBTD course will provide you with 'tools' to support effective, inclusive teaching.

If you encounter a learner with significant needs (e.g. is visually impaired, or physically disabled) you may need help (see levels 2 and 3), but there will still be things that you can do in your classroom to support them.

LEVEL 2

The second level asks you to consider what else might need to be done in the learning context to ensure that those pupils still struggling, despite efforts in Level 1, are enabled to access and achieve the learning. For example, you might need to work more closely with other colleagues in school, parents, or other agencies.

Level 2 interventions are those which a classroom teacher can achieve, over time and with the help of colleagues. This programme will provide tools to help you operate at Level 2.

LEVEL 3

The third level of intervention occurs when, after careful consideration and assessment, it is felt that a pupil is not benefiting as much as is needed from levels 1 and 2, teaching and support, and thus interventions that include specialist support beyond the skills of most classroom teachers are necessary. These might include links to therapy, special units or special school support.

The advantage of this model is that makes explicit the responsibility of all teachers to do their best to support all children, for instance by providing peer support for a child with a hearing impairment whilst waiting for a proper hearing assessment and hearing aids. The aim of this programme is to ensure all teachers have the confidence to try and cater for the needs of all children in their own class.

‘Inclusive education’ is seen not as a technical response to pupil needs, but as a moral and value-based response from a teaching profession who consider it their duty to ensure every child is first and foremost the responsibility of the school and teacher when it comes to educational practice.

This model forms the basis for this SBTD programme. It is explained more fully in the Key Resource 16 on Inclusive Education. Read this Key Resource before your first meeting.

You might also find this summary of inclusive education useful. It highlights the fact that IE should be seen as a process. (https://www.open.edu/openlearncreate/pluginfile.php/307018/mod_resource/content/1/1.%20What%20is%20SEND%20%20Inclusive%20Education.pdf)

Session 1: What makes an effective inclusive teacher?

The focus in this session is on understanding how SBTD works and on being an effective inclusive teacher.

BEFORE THE MEETING (REFLECT)

- Skim read pages 2–7 of the SBTD Toolkit (<http://oasis.col.org/handle/11599/3282>). This explains why SBTD is important.
- Complete the audit for inclusive behaviour on page 8 of this book.
- Read Key Resource 2: Involving All (<http://oasis.col.org/handle/11599/3283>) (p4) and make a list of teaching approaches you can use routinely to involve all students in lessons. These are Level 1 interventions (see page 4).

There are three key principles to ensure you involve all in learning:

- **Notice** your students and how they respond in class.
- **Focus on self-esteem** so your students feel good about themselves and their learning.
- Be **flexible**: adapt your teaching to meet the needs of your students.

DURING THE MEETING (COLLABORATE)

- In pairs, share the results of your audit. Choose three aspects of your teaching you would like to improve and explain to your partner why you have chosen these.
- Think about what you will be teaching in the next few days. Plan a classroom activity which tackles one of aspect of your teaching you would like to change. Use the examples below to help you.

Examples

EXAMPLE 1 – ENCOURAGING STUDENT-TALK

Alice would like to create more chances for her students to talk about their work (question 5 in the audit). She planned an activity using pair work and set a task for her students in which she asked them to answer three 'open questions'. Instead of insisting they work in silence, she asked

them to work in pairs and made sure the students who find the work difficult were paired with someone who could help them.

EXAMPLE 2 – ENCOURAGING YOUR STUDENTS

Joshua would like to encourage his students more (question 2 in the audit). He decided to focus on giving positive feedback. Instead of sitting at the front while his students were working, he walked around the room and offered help and encouragement.

EXAMPLE 3 – BEING CO-OPERATIVE AND COLLABORATING EFFECTIVELY

Martha wishes her students would be better behaved towards each other (question 6 in the audit). She planned an activity using group work. During the activity, she walked around the room, and watched and listened carefully. Whenever she saw someone being helpful to others, she congratulated them. At the end of the activity she gave each group a few minutes to discuss the ways in which they had worked well together, and what they might do differently next time.

EXAMPLE 4 – HELPING STUDENTS ENJOY SCHOOL

Elizabeth had a new student in her class called Sam. She noticed that Sam seemed very unsure and lacked confidence, and wanted to try to help him enjoy school (question 4 in the audit). She spoke to Sam after the lesson and it did not take her long to realise that he could not hear very well. She had given him a place near the back of the room, so he could hear very little – no wonder he lacked confidence! She moved him to the front and put him next to Billy, a high attaining, confident student and asked Billy to help Sam to follow the lesson.

This made Elizabeth realise that someone should have told her about Sam's difficulties. At the next staff meeting she proposed that they create a detailed register of students like Sam, alongside information about how to support them in class.

POST MEETING ACTIVITY (PRACTISE)

- Try your planned activity in your classroom. Make notes on what you did and what happened.
- Look back at the list of teaching approaches to involve all students (Key Resource 2). Choose one to concentrate on in the next few weeks.

Auditing Inclusive behaviour¹

QUESTIONS	START OF TERM	END OF TERM
1. Do you treat all your students positively?		
How could you be more positive?		
2. Do you try to encourage your pupils whatever their attainment level?		
How?		
How can you encourage them even more?		
3. Do you make your students happy when they learn?		
How?		
4. Do you sometimes make them feel sad or angry, or evoke fear?		
How?		
5. Which aspect of your teaching behaviour would you like to change?		
How could you do that?		
Who could support you?		
6. Which aspect of your pupils' social behaviour would you like to change?		
How could you help them achieve this change?		

¹Adapted from TESSA Resources, Life skills (Primary), Module 1, Section 4, Resource 1.

Session 2: What makes a good teacher in inclusive education?

Inclusive teaching is about **attitudes** and **values**, as well as the sort of actions you read about in the last session. For example, an inclusive teacher believes that all students can learn, given the right support.

The focus of Session 2 is on inclusive attitudes.

BEFORE THE MEETING:

- Read p17–19 of the SBTD Toolkit (<http://oasis.col.org/handle/11599/3282>) starting with the heading ‘Teacher expectations’. As a teacher, how can you demonstrate high expectations to your students? How can you support them in achieving their goals?
- Read the Key Resource 16 – Thinking about Inclusive Education (<http://oasis.col.org/handle/11599/3283>).

The TESSA Inclusive Education Toolkit (Tool 2, section 2.8) contains a list of 12 attitudes and behaviours of an inclusive teacher:

1. Setting ground rules well in advance so that expectations are clear.
2. Providing well-planned activities.
3. Showing respect for every student.
4. Providing non-threatening activities (e.g. which don’t make students feel exposed).
5. Being flexible.
6. Accepting individual differences.
7. Exhibiting a positive attitude.
8. Teaching thinking skills to encourage independence.
9. Acknowledging every response.
10. Allowing students to be active participants.
11. Creating experiences that will ensure success for each student.
12. Using a wide variety of teaching approaches.



DURING THE MEETING:

For this activity you will need to work in subject groups.

- Working in pairs, pick out one of the behaviours from the list above and discuss how you exhibit that attitude in your classroom.
- Working in twos or threes, plan a short classroom activity which illustrates one of the points. Use the examples below to help you

Examples

EXAMPLE 1

Daniel designed a non-threatening activity for his pupils (see attitude 4). He posed 10 quick questions based on what had been covered in the last lesson and asked students to think about them for 5 minutes. Instead of doing what he usually did, which was give out the answers and ask students to read out the mark they got, he then asked them to discuss their answers in pairs. After another 5 minutes he asked each pair to share their ideas with another pair. In this way, the students who found the work difficult got help from their peers and did not suffer the embarrassment of reading out their marks.

EXAMPLE 2

Florence was teaching science and her class needed to write down the method for an experiment to make copper sulphate. She wrote the steps on the board but put them in the wrong order. Working on their own, and then in pairs, she asked her students to work out the correct sequence of steps. Once each pair agreed, they compared their answers with another pair. This meant that they had to think logically about the experiment. A well-planned sequencing exercise is a good way to teach thinking skills (attitude 8 from the list).

EXAMPLE 3

Grace was teaching geography. In the next lesson she wanted the class to read a page in the textbook and then answer some questions about it. She knew that some students were not very fluent readers, and Gideon has a visual impairment and is waiting for new spectacles. In the lesson before, she chose three good, confident readers and asked them to read aloud a paragraph each. This gave them chance to practise before the lesson. In the lesson, after each paragraph Grace asked a few questions to draw attention to the important points. She was pleased that Gideon was able to contribute. In fact, all the students had the chance to be active participants (attitude 10), even if they found reading difficult.



Post meeting activity

Try out your planned activity and reflect on how it went.

- Which of the characteristics of an effective teacher did you demonstrate?
- What steps did you take to involve all students?

Session 3: How can you make learning more active?

It is acknowledged that students will learn more effectively if they are actively involved in the learning process. The focus in this session is how to ensure active engagement.

PRE-MEETING ACTIVITY

- Read pages 20–23 of the SBTD toolkit (<http://oasis.col.org/handle/11599/3282>) and complete the audit which has been reproduced on page 14 of this book. Answer the questions as honestly as you can.
- Think about a specific lesson you taught last week and write down two things that you could have done differently to get students more actively involved. Take your ideas to the next meeting.

Activities such as copying or dictation can be passive (i.e. students can do them without engaging with the content of the lesson) and should be avoided or used to a limited extent alongside other activities. For example, questioning (open and closed questions), discussions, or opportunities to process information by converting it into a mind-map, poster or summary, all engage students.

Active involvement demands more of students and sometimes they will resist. Some students like an easy life! Going from being a teacher who does nearly all the talking to one who actively engages students takes a long time and requires practise. You will have to train your students in new ways of working.

DURING THE MEETING

- Working in groups of two or three, each share a lesson you taught last week and describe one way in which you could have made it more 'active'. Comment on each other's suggestions. You could use the example below to help you.
- Plan an activity to try in the next few days which will actively engage students. Share your plans with each other and offer feedback. Explore whether it might be possible to observe a small segment of each other's lessons.

Examples

EXAMPLE 1

Patricia is a geography teacher and is teaching about the different climatic regions of Kenya as part of a topic on 'climate'. Her Form 2 students have access to a textbook. She starts by asking them to work in pairs and write a short paragraph to a foreigner, describing the climate where they live and how it affects their lives. She walks round while they are working and picks two pairs to read out their response. She knows that Doris has recently moved to this school from a

different part of Kenya, so she asks Doris to explain how the climate is different and what she prefers (or does not!) about this part of the country. Patriciah uses their responses to create a list on the chalkboard about the features of 'climate'. She writes five open questions on the board. These are linked to the syllabus and require a few sentences in response. All the answers are in the textbook, but the students need to find them. Working in pairs, the students read the relevant chapter in the textbook and answer the questions.

Patriciah has prepared some extra, more demanding questions for the people who finish first. While they are working, she focuses on those who are finding it difficult and helps them by pointing to the place in the textbook where they can find the answers and provides explanations.

In the past she would have dictated the notes to her students. In this lesson they are much more engaged and have the chance to share their experiences of the climate where they live. She revisits the questions at the start of the next lesson.

EXAMPLE 2

Matthew asked his students to collect old food packets, bags, string and other household materials. They worked in groups to make models of plant and animal cells. It helped everyone understand the difference between them and was particularly helpful for two visually impaired students who could feel the models.

You will find other examples for secondary students here:

- TESSA Secondary Science materials <https://www.open.edu/openlearncreate/course/view.php?id=2042>
- TESS-India classroom resources for Maths, English and Science <https://www.open.edu/openlearncreate/course/view.php?id=1911#>
- The OER 'Inclusive Education in Low-Income Countries' p. 65 recommends multi-media approaches https://www.eenet.org.uk/resources/docs/Inclusive_Education_in_Low_Income_Countries.pdf

POST MEETING ACTIVITY

If possible, arrange to observe a small segment of each other's lessons and afterwards discuss how you each tried to involve learners.

If it is not possible, then critically review your own lesson by considering these questions.

- How much talking did you do?
- How much talking did your students do?
- At what point in the lesson did students have to think?
- How did you relate the content of the lesson to their interests and experiences?

- How did you cater for the needs of different students in the lesson?
- What resources did you use and how did they support learning?
- Were all students involved in the lesson?

Active teaching checklist

ACTION/APPROACH	VERY OFTEN	OFTEN	SOMETIMES	RARELY	VERY RARELY
Students are highly involved in class activities and tests					
Students share ideas with each other and with me					
Students can relate new concepts to their own lives					
Students work in small or large groups when solving problems					
Students use a range of resources to help them try out their ideas (e.g. making models)					
Students prepare with a partner before sharing ideas with the class					
Students debate issues and viewpoints					
Students use a variety of library and other resources to help develop their ideas					
Students bring information into class that extends across subject areas or links topics					
Students suggest possible problems that can be addressed					
I help students explore, extend and connect their ideas					
I give support in solving problems, but I do not give away the answers					
I relate new information or problems to what students have already learned					
I ask questions that encourage students to think					
I provide diagrams or pictures to make information clearer					

Session 4: How do I promote effective questioning to support better inclusive teaching?

Teachers question their learners all the time. Good questioning helps you to find out what learners know and is important in assessing their progress. Good assessment is absolutely vital for effective inclusive teaching. You are going to spend the next three sessions focusing on questioning. Firstly, the focus is different types of questions. Secondly you will think about how to respond effectively to students' responses and thirdly, you will focus on using questioning as a way of including students with specific needs.

PRE-MEETING ACTIVITY

- Read Key Resource 5 – Using questioning to promote thinking. (<http://oasis.col.org/handle/11599/3283>).
- As you read make brief notes on the key points.
- Read p27–29 of the SBTD toolkit and respond to Activity 6 (<http://oasis.col.org/handle/11599/3282>).

Questions can be divided into two broad categories:

Lower-order questions, which involve the recall of facts and knowledge previously taught, often involving closed questions (requiring a short yes or no answer, or a single word):

What is second largest city in Kenya?

Did you play football yesterday evening?

At what temperature does water become steam?

Higher-order questions are generally open-ended, which encourage learners to think beyond yes and no answers, eliciting different responses. They also help the teacher to assess the learners' understanding of content:

What are the advantages of living in a large city?

Why is it important for teachers to try different teaching approaches?

How could our school environment be improved?

How do animals protect themselves from predators?

DURING THE MEETING

- Think of a topic you will be teaching in the next few days.
- Write down three lower-order questions (yes/no or single word responses) and three open questions.
- Working in pairs, test your questions on each other and refine them based on feedback.

Make sure you ask your questions in the next few days.

Good habits to form when asking questions

Try to do the following:

- Give learners time to think about their answer.
- Ask different types of questions.
- Sequence the questions.
- Listen to learners' responses and give follow up questions.
- Ask other learners to correct wrong answers.
- Plan some good questions in advance. If you don't, you are more likely to limit yourself to closed, low level questions.

Things to avoid:

- Asking a question and answering it yourself.
- Asking a difficult question too early.
- Giving learners no time to think.
- Ignoring answers.
- Asking the same learners in every lesson.
- Ignoring the efforts of slower learners.





POST-MEETING ACTIVITY

Reflect on the impact of the open questions that you asked:

- Did they promote thinking?
- Did you notice any students who appeared not to understand even the lower order questions?
- Could you have done anything differently?
- Think of three open questions on a topic you will be teaching next week and take them to the next meeting.

Session 5: How do I respond effectively when students answer questions?

Session 5's focus is responding to students' questions using questions to support individual students.

PRE-MEETING ACTIVITY

- Read the text below on how to respond to students' responses.

Encouraging learners to respond

Many teachers don't give enough time for learners to answer a question and end up answering it themselves. Give your learners time to think! By waiting after asking a question, there is an increase in:

- The length of learners' responses.
- The number of learners offering responses.
- The frequency of learners' questions.
- The number of responses from less capable learners.
- Positive interactions between learners.

Your response matters

If one learner has the wrong idea, you can be sure that many more have as well. There are many ways to correct wrong answers and misconceptions. Encourage your learners to try again! You could use the following techniques:

- Pick out the parts that are correct and ask the learner to think a bit more about their answer. This helps them to learn from their mistakes. The following comment shows how you might respond to an incorrect answer in a supportive way: **"You were right about evaporation forming clouds, but I think we need to explore a bit more about what you said about rain. Can anyone else offer some ideas?"**.
- Write all the answers given on the blackboard, and then ask the learners to think about them all. **What answers do they think are right? Are there other correct answers?** This helps you to understand the way that your learners are thinking and also gives them an unthreatening way to correct any misunderstanding that they may have.
- Listening carefully. If you ask for further explanation for all answers, right or wrong, learners will often correct any mistakes for themselves. **You don't want learners to feel afraid of giving a wrong answer.**

Improving the quality of responses

The following skills will help learners achieve more:

1. **Prompting:** helping learners develop and improve their answers. You might first choose to say what is right in the answer, and then ask further questions and give other clues: "So what would happen if you added a weight to the end of your paper aeroplane?"
2. **Probing:** helping learners to clarify what they are trying to say to improve an answer that is partly right: "So what more can you tell me about how this fits together?"
3. **Refocusing:** building on correct answers and linking learners' knowledge to what they have previously learnt: "What you have said is correct, but how does it link with what we were looking at last week in our local environment topic?"
4. **Sequencing questions:** placing questions in an order designed to extend thinking. Prepare questions that stretch learners but do not challenge them so far that they lose the meaning of the questions – "Explain how you overcame your earlier problem. What difference did that make? What do you think you need to tackle next?"
5. **Listening:** helps you to not just look for the answer you are expecting but alerts you to unusual or innovative answers that you may not have expected. It shows that you value the learners' thinking and therefore they are more likely to give thoughtful responses.
6. **Rewarding:** praising correct answers with follow-up questions that extend knowledge and provide learners with an opportunity to engage with the teacher. You can do this by asking for:
 - A how or a why.
 - Another way to answer.
 - A better word.
 - Evidence to back up an answer.

DURING THE MEETING

In this meeting you will practise the skills described above by asking each other your questions.

- Take it in turns to ask your questions to the group.
- Get your colleagues to respond as if they were students. Practise some of the different ways of responding to their answers.
- Review your questions and be prepared to ask them in your teaching next week.
- Read the example below and adjust your questions for students of different attainment levels.

EXAMPLE 1 – USING DIFFERENT TYPES OF QUESTIONS FOR DIFFERENT ATTAINMENT LEVELS

William is teaching integrated science. The class are learning about the function of the kidney and are near the end of the topic. They have been set an individual task in which they have to draw a mind map summarising what they have learnt. While they are working, William moves around the room talking to individuals or small groups. For the students who find the work difficult he asks short, closed questions. Peter is usually quiet and shy but is thrilled to get the first two questions correct. William praises him, and Peter summons up the courage to ask William a question about something he did not understand.

Chelagat finds the work easy, so William asks her some open questions about why certain features of the kidney are how they are. She can't answer immediately so she and her friend Grace talk about it and answer next time William comes to their part of the room.

EXAMPLE 2 – RELATING SCHOOL WORK TO EVERYDAY LIFE

During a Mathematics lesson Mr. Koto noted that most of the students could not see how mathematics related to other courses offered in youth polytechnics and kept asking him why they had to learn the subject. He decided to invite a local dress maker to demonstrate to the students how she uses geometry, measuring, estimating and calculating in designing and selling different outfits.

POST MEETING ACTIVITY

- Reflect on the different ways of responding to students' questions and which skills you could use most effectively.
- Be prepared to report how you used questioning to support students with different attainment levels to your colleagues.

Session 6: Using questioning to support progress

During this session the focus is on using questions to work with students with particular needs.

PRE-MEETING ACTIVITY

- Choose a student you find particularly challenging to teach. This might be the result of their attitude or behaviour, or it might be because they have a particular need which makes it challenging for them to learn, and for you to teach.
- Write a brief summary of the main issues, and the strategies you have tried. Bring your account of your efforts to work with the student to the meeting.

If you have chosen a student with a disability, consult the GATE Resources for specific ideas:
<https://www.open.edu/openlearncreate/course/view.php?id=2579>

Questioning is a very powerful teaching strategy and when done well, supports learning very effectively. This session the focus is on students with very particular needs. You can:

- Think carefully about the questions you ask to individuals and tailor them to their strengths.
- Respond sensitively and imaginatively when students answer a question.
- Use pair and group work as opportunities to ask probing questions and support students' thinking.
- Use different ways of presenting the question: spoken, written, use visual clues such as pictures, diagrams and objects.
- Provide opportunities for students to ask questions. You could ask them to quiz each other, for example before a test, or give them a problem or unfamiliar object and ask them to make up some questions about it. This will help you to better understand their knowledge, understanding and thinking so that you can support them more effectively.

DURING THE MEETING

- Read the suggestions above.
- Working in pairs, compare your accounts of students who are challenging to teach. Spend 10 minutes on each story and consider how to use questioning, to support your student.
- In the next few days, make sure you try out the suggestions.

Session 7: Effective explaining skills

Explaining new ideas is one of the most important skills that a teacher needs. In this session, the focus is on progressing your skills in developing clear explanations.

PRE-MEETING ACTIVITY

- Before the meeting, read Key Resource 12 – Using explaining and demonstrating to support learning (<http://oasis.col.org/handle/11599/3283>) and read the text below.

When you start to explain a new topic, you need to think about:

- How to arouse the students' curiosity.
- How to find out what they already know about the topic.
- How to set the topic in the context of the other topics they are studying.
- How to relate the new topic to their everyday lives.

You can arouse curiosity by using pictures or films from the internet, by posing a problem, or by telling a story.

You can find out what they already know by skilful questioning, through a brainstorm, a quiz, or setting up a discussion and listening to what the students talk about.

In the secondary school, it is sometimes difficult to think about how to relate curriculum topics to everyday life, but this is very important. Students will find it easier to concentrate on new ideas if they can see how they relate to them.

DURING THE MEETING

Work with someone from your own subject area.

- Together, identify a topic which you will be teaching in the next few days. Consider the following questions:
 1. What are the main concepts that need to be explained?
 2. How can you arouse students' interest in the topic?
 3. How does this topic relate to other topics they have studied recently?
 4. How can you relate this topic to students' everyday lives?
 5. What resources could you use to enhance your explanation?
- After the meeting, try out your explanation on your students.

EXAMPLE – ENCOURAGING CREATIVITY

Sawson is going to teach a Grade 7 class about insects. She starts by telling them a science fiction story she knows. In the story, the sun changed to a shade of mauve. As the sun shone down on the Earth, the insects began to grow and grow until they were bigger than the humans. Sawson asks the students to work in groups to share their ideas about what the world would be like. They think about all the insects they are familiar with. As she walked round listening to their discussions, she realised that they were already familiar with many different types of insects.

POST-MEETING ACTIVITY

- Reflect on the response to your explanation from your students and compare your ideas with those of your colleague.
- Develop a new way of explaining the next topic you will be teaching.

Session 8: Developing your school and subject knowledge

In order to become a secondary school teacher, you will have studied your main subject (or a closely related one) to a high level. This is important: teachers need to have a good understanding of the subject they teach. However, they also need to understand how to teach the subject: they need pedagogical content knowledge (PCK). PCK is the knowledge that teachers hold about how to represent their subject to learners, taking into account their interests and abilities; it describes the 'special' insight that good teachers hold but that subject experts might not (Shulman, 1986).

PRE-MEETING ACTIVITY

- Read pages 39–41 of the SBTD Toolkit (<http://oasis.col.org/handle/11599/3282>) and pages 54–57 of the TESSA Inclusive Education Toolkit (<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=153822>).
- In your notebook, summarise the main points about 'school subject knowledge'.
- Make a list of the topics you are teaching this term and pick out two that you are confident about and two that you need to work on.

DURING THE MEETING

In this meeting you will be working with fellow subject teachers. The purpose of this activity is for you to identify the 'big ideas' in your subject – the ideas students need to understand in order to see how topics fit together to provide a coherent body of knowledge.

- Work in pairs and identify three 'big ideas'. Be prepared to explain why you think these ideas are important.
- Now, working with another pair, compare your ideas.
- Working as a whole department, take one big idea and break it down into sub-categories.
- Look at the syllabus and scheme of work for the topic and plan how to introduce the it to students, remembering the principles of inclusive teaching.

POST-MEETING ACTIVITY

Having thought about the big ideas in your subject, critically review your own knowledge.

For each year group that you teach, make a table in your notebook like this one:

TOPIC	RATING	PLAN TO DEVELOP YOUR KNOWLEDGE

- Rate yourself as red, amber or green:
 - Red: I need to improve my understanding on this topic and find better ways to teach it.
 - Amber: I have a reasonable understanding of this topic and some strategies for teaching it.
 - Green: I have a good understanding on this topic and good strategies for teaching it.
- Spend some time on the internet researching the topics you have classified as red or amber.
- Develop a personal system for storing teaching ideas that you can draw on in your planning.

Session 9: How can I involve all students in lessons in my subject

In Session 1, you read the Key Resource 'Involving All'. This session focuses on pedagogical content knowledge in the context of students with complex needs and involving them in your lessons.

Reflection point: What are the three key principles for involving all students in your lessons?

(Look back at your notes on Session 1).

PRE-MEETING ACTIVITY

- Look at the Key Resource 17 – Managing Common Inclusivity Challenges (<http://oasis.col.org/handle/11599/3283>). Focus on the inclusivity challenges identified by lecturers at KISE. What are your three main challenges?
- Think about the students that you teach. Pick out two with particular needs. In your notebook, summarise the things that they can do well and the things that they find challenging.
- Spend some time looking at the resources that are here: <https://www.open.edu/openlearncreate/course/view.php?id=2579>.
- Choose one resource to share with your colleagues. Be prepared to say why you think it is useful.

Inclusive education is about how teachers, classrooms and schools need to change to help all students to develop to their full potential.

Inclusion is a process, and often happens in very small steps. Remember, when supporting students with SEND, be patient and don't expect them to make lots of progress straight away. Keep trying different approaches to help them learn and feel included in your class.

DURING THE MEETING

- Share with your colleagues the resource that you found. Explain why you think it is useful.
- Working with a colleague, choose a topic you will be teaching soon and plan a classroom activity designed to involve one of the students you identified in the pre-meeting task as being challenging to teach.
- Think about what the class will do and what steps you will take to involve the student you have identified. Use the examples to help you.

Examples – Poor behaviour

EXAMPLE 1

Mrs Mbithi teaches Biology to Form 3. There is a small group of female students who are disruptive. They talk when she is talking, they often arrive without basic equipment and they show very little interest in the subject. After one particularly difficult lesson, Mrs Mbithi keeps them behind after the lesson. Instead of making them tidy the room while she works (which is the usual punishment), she sits and talks to them.

She asks them what they want to do when they leave school and what they are interested in. She realises that despite being interested in conservation (Gladys) and health and beauty (Josephine) they have very few aspirations. Before the next lesson, Mrs Mbithi does some research about vocational courses in health and beauty and talks to her friend who works in a wildlife park. In the next lesson, she makes time to talk to the girls and when they get on to the ecology topic, she makes a point of explaining how the ideas they are learning about, support conservation. Gradually, their behaviour improves and they begin to see that doing well in Biology will help them achieve their ambitions.

EXAMPLE 2 – HEARING IMPAIRMENT

Mr Ondetti, is a mathematics teacher in Kasarani school. In his class is Latiffa. Latiffa is partially deaf and is awaiting a proper assessment and some hearing aids. Mr Ondetti realises that there are things he can do to support Latiffa even without hearing aids.

The classroom is well lit and Latiffa sits at the front between bright learners who helped him to understand the concepts. Mr Ondetti uses facial expressions and gestures to communicate, speaks slowly and clearly, and makes sure Latiffa can see his face.

Mr. Ondetto writes clearly on the whiteboard. He has also ensured the classroom walls are enriched and uses variety of teaching aids to reinforce new concepts. All learners benefitted from some of these adjustments!

EXAMPLE 3 – COPING WITH DIFFERENT ATTAINMENT LEVELS

Mr Wambua teaches History to Form 1. There are a lot of students in the class and they are fortunate enough to have textbooks that he can use for his teaching. Three students in the class seem to be finding History particularly difficult and the work they hand in is very weak. Mr Wambua watches these students carefully over a few weeks and realises that they have very low levels of literacy. He talks to the English and Geography teachers who have noticed similar problems. Working together, they plan different strategies that they could use, including shared reading and more oral work to build the students' confidence.

The English teacher decides to offer extra classes after school to help students with their reading. She works with Mr Wambua and the Geography teacher to develop tasks for them to do that will help them in all their subjects.

EXAMPLE 4 – USING VIDEO

Wafula, an English teacher, chose to use a set-book video in his lesson to have his students do character identification. He realised that one of his students who is hard of hearing was unable to follow the lesson appropriately. To support the student, he sought assistance from the school's ICT officer who customised the video to have captions. This enabled the student to read every pronounced character. Wafula realised that this was something that he could easily do for himself and so ensured that captions were on each time he used a video in the future.

In your class, you will have students with different attainment levels, home backgrounds, aptitudes and needs. Developing strategies to cater for all these needs is demanding and takes time. However, if you work as a team and share resources, it will become easier.

POST-MEETING ACTIVITY

- Reflect on how the activity went in your classroom:
 - What went well?
 - Were all the students engaged?
 - Did the students you targeted in your planning make progress?
- If you were going to do an activity like this again, what would you do differently?
- Share what went well with a colleague in your subject area and make a plan for sharing your ideas about how to teach the students you identified in the pre-meeting task.

Session 10: Using ICT to develop your subject knowledge and PCK

As a subject teacher in a secondary school, you probably rely heavily on the textbook that is linked to your examination syllabus when planning your lessons. However, there are many open educational resources (OER) available for free on the internet, which will help you develop your pedagogical content knowledge (i.e. learn how to make your subject accessible, engaging and interesting for all students). The focus during Session 10 is on navigating some of this material.

OER have a special copyright license which means they can be downloaded for free, adapted, copied and reused, provided the original source of the material is acknowledged (you will have seen that the SBTD Toolkit and Key Resources that you have been using have acknowledged the TESSA and TESS-India resources, for example).

The challenge for teachers is to develop the skills to critically assess and select appropriate materials.

PRE-MEETING ACTIVITY

- Read the Key Resource 18 – Open Educational Resources for inclusive teaching (<http://oasis.col.org/handle/11599/3283>). It suggests a variety of OERs that can help you develop your knowledge of ways of supporting students with particular needs.
- Spend some time researching the suggested websites and searching for some others specific to your subject. You are looking for materials which will help you develop your skills in active learning and teaching, which will give you ideas to bring your subject to life, and inspire students to want to know more.

DURING THE MEETING

- Each person in the group should share one resource that they have found. Each person should say:
 - What they have found
 - Why they think it will be useful
 - How they will use it
- As a group discuss the following questions:
 - What are the key learning challenges your students face?

- What sort of learning and teaching resources do we need more of in this school? Try and focus on resources that you can find and use rather than on things like desks, projectors and textbooks which are outside of your control.
- Finally, as a group, agree a mechanism for sharing resources that you each find.



POST-MEETING ACTIVITY

- Go back to the table that you prepared in Session 8. Use the research that you have done this week and the ideas from your colleagues to review your plan for developing your subject knowledge and your pedagogical content knowledge.

Session 11: Improving teaching through Formative Assessment

The focus for the next three sessions is improving your teaching in your subject through formative assessment, active learning strategies, and monitoring and feedback.

Formative assessment is a crucial aspect of effective learning. It involves designing classroom activities that will enable teachers to make in-process evaluations of students' progress during the lesson. Formative assessment helps teachers to identify concepts that students are struggling to understand, or skills they are having difficulty acquiring. It also helps them to work out how to best support the students in their care.

The aim of formative assessment is to collect detailed information that can be used to improve teaching and learning **while it's happening**. It is "formative" because it is used to inform future planning.

BEFORE THE MEETING

- Read and make notes on Key Resource 8 – Assessing progress and performance (<http://oasis.colorg/handle/11599/3283>) and p49-53 of the TESSA Inclusive Education Toolkit (<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=153822>).
- Think back to a lesson you taught last week.
 - What did you want the students to know, understand and be able to do?
 - Did your students achieve the outcomes that you hoped for?
 - How do you know that they did or didn't?

Formative assessment involves devising strategies which will help you to make these judgements. At the heart of effective formative assessment is the art of 'noticing'.

Simple strategies for formative assessment

1.



True/false: tell the class to write a large 'T' on one side of a piece of paper and a large 'F' on the other side. Ask a series of simple questions which have a 'true' or 'false' answer. When you ask the question, they should hold up the 'T' or 'F'. You will be able to see very quickly, who is confident, who hesitates, who knows the answer and who doesn't.

2. **Card sorts/matching:** design activities which involve students matching words and definitions or sequencing a set of instructions. As they work in pairs or groups, walk round and watch them. You will be able to tell who is confident and who is not.
3. **Free writing/mind mapping:** get students to write one or two sentences in their own words about the main ideas from the lesson. You will be able to judge their level of understanding.
4. **Brainstorming:** during a whole class brainstorm, you will be able to tell who is making the most contributions and has the best ideas.
5. **Questions:** ask students to make up revision questions to ask each other. The questions they write will help you judge their level of understanding.
6. **Thumbs up/smiley face:** when they have completed a set of questions, or a written assignment, ask students to indicate how confident they feel with a thumbs up, horizontal or down; or with a smiley or sad face.
7. **Analysis of students work:** pay careful attention to which questions they get right or wrong.
8. **Strategic questioning:** carefully target your questions to probe understanding.
9. **Think-pair-share:** set an individual task. Rather than going through the answers, get them to discuss their responses with a partner. Each pair then shares with another pair.
10. **Exit/entrance tickets:** as they enter or leave the room, ask students to write down a question about the lesson, something that surprised them, or something they learnt.

DURING THE MEETING

- In subject groups, use the list above to devise three activities based on the topics you are currently teaching that will help you to assess understanding 'in-process'. Could you adapt the example below for your subject?
- Choose one or two of the activities and try them out with one of your classes in the next few days.

Examples

EXAMPLE 1 – THINK-PAIR-SHARE

Omboto is teaching Chemistry to a group of 16-year-old students. The topic is elements, mixtures and compounds. He draws nine diagrams on the board which represent elements, compounds, a mixture of elements, a mixture of compounds, or a mixture of elements and compounds. The diagrams have different sized, coloured circles to represent atoms. Working on their own, students label the diagrams, then they share with a partner and agree a set of correct answers. Finally, each pair joins with another and they share their ideas.

While they are working, Geoffrey moves around the room, watching and listening. He realises that a number of students are confused by the difference between a molecule and an atom. Before moving on to the next activity, he takes some time to explain this again using diagrams.

EXAMPLE 2 – THINKING SKILLS

Kemunto is teaching History. She is starting a new topic and is keen to find out how much her students already know about the events in this period. She writes a list of key events on the chalkboard, but she puts them in the wrong order.

In groups, the students put the events in the correct order. She walks around and listens while they work. She notices that Muasya is very quiet and then remembers that last year he had a great deal of absence owing to family issues. She makes a note to remember to sit him next to Joseph in the next lesson and to ask Joseph to help him.

EXAMPLE 3 – FOCUSED ASSESSMENT

Mary is teaching French and she needs to be able to assess students' ability to speak the language. This is difficult in a large class, so she creates a chart in her mark book and makes an effort to listen to five students in each lesson. That way, she can focus properly on those children and by being systematic, she realises that after about four weeks, she has heard everyone speaking in French.

POST-MEETING ACTIVITY

- Make some notes on:
 - The strategy you used for formative assessment.
 - What you found out about your students.
 - How it has impacted on your future planning.
- Share your notes with a colleague from your subject.
- Review your mark book and think about how you could record the information that you gathered, remembering that like Mary (above) you don't need to assess every student in every lesson.

Session 12: Monitoring and feedback

In a synthesis of many different research studies about effective teaching, Hattie (2012) has concluded that providing formative, detailed feedback has more impact on students' achievement than anything else. The feedback should be designed to highlight what they have done well and what they need to do next in order to achieve the learning goals. The focus in this session is on monitoring and feedback.

PRE-MEETING ACTIVITY

- Read pages 52–54 of the SBTD Toolkit (<http://oasis.col.org/handle/11599/3282>).
- Read the text below and complete the empty speech bubbles with an appropriate comment that you could give to students in your subject.

MONITORING

Effective teachers watch their learners, notice how they are doing and regularly give feedback on their work. This is so that learners know what is expected of them and can improve. The easiest way to do this is by listening and observing what they do in class. This is often called 'monitoring' and helps you to plan effective lessons.

GIVING FEEDBACK

The SBTD Toolkit (p54) makes the following suggestions about effective feedback:

- Written and oral feedback can be equally effective.
- Giving praise is valuable, but praise that is specific and mentions attributes of the task that have been well done is more effective than general praise.
- Feedback is more effective if it is focused on the task rather than the general personality of the student.
- Feedback on behaviour and presentation may be necessary, but it should be alongside consistent feedback on the achievement in the tasks set.
- Feedback should always indicate what the student should do next to improve.
- Mistakes should be seen as important learning opportunities.
- The student needs to see the feedback as useful, and so how you give the feedback must be sensitive to the student as a learner and a person.

USING PRAISE AND POSITIVE LANGUAGE

When we are praised and encouraged, we generally feel a great deal better than when we are criticised or corrected. Remember that praise must be specific and targeted on the work done rather than about the learner themselves, otherwise it will not help the learner progress. 'Well done' is non-specific, so it is better to say one of the following:

That's a good question!

I was impressed by how you helped your group by reminding them to read aloud

I like the way you.....

What would make this even better is.....

USING PROMPTING AS WELL AS CORRECTION

If you give students a hint or ask them a further question, you can help them to think more deeply, and encourage them to find answers and take responsibility for their own learning (remember the first Teaching Approach on using questions). For example, you can encourage a better answer or prompt a different angle on a problem by saying things such as:

Explain how you came up with that

That's a good start, now do some more thinking about.....

Think again.....

It is good to encourage learners to help each other. Use comments such as:

So, we have two factors. What other factors might we consider?

Can anyone add to that answer?

I want to see groups helping each other



DURING THE MEETING

- Share the comments you wrote in the bubbles with your colleagues.
- Discuss the question: How do you record and share feedback regularly when you have a large class?
- Keep a note of popular strategies on a flip chart or chalkboard and if possible, display it in the staff room.



POST-MEETING ACTIVITY

- Review your own strategies for giving feedback and recording progress in light of what you have learnt this week. What will you try to do better?

Session 13: Improving teaching through a range of strategies

An effective teacher will use a range of different strategies to support learning. This keeps students engaged and helps the teacher to take account of the needs of different students. During this session the focus is on different pedagogic strategies.

PRE-MEETING ACTIVITY

- Access the Key Resources document from the COL website. <http://oasis.col.org/handle/11599/3283>
- Skim through the index and select one or two of the Key Resources that you have not yet read and which you think will be helpful in the teaching of your subject. Key Resources 3, 4, 7, 10 and 11 might be of particular interest.
- Read your chosen chapter carefully and plan a classroom activity which draws on the strategy suggested. Be prepared to say:
 - What you want the students to learn.
 - Why you think this approach will support learning.
 - How you will support any students with special needs.

The SBTD Toolkit (<http://oasis.col.org/handle/11599/3282>) identifies eight key strategies for effective teaching. They are:

1. Clear lesson goals.
2. Show & tell.
3. Questioning to check for understanding.
4. Summarise new learning in a graphical way.
5. Plenty of practice.
6. Provide your students with feedback.
7. Be flexible about how long it takes to learn.
8. Get students working together (in productive ways).

You can read about these in detail on pages 54–56.



DURING THE MEETING

- Working with a partner, share your idea and listen carefully when they share theirs.
- Offer some critique and revise your idea based on their feedback. How many of the eight strategies are included in your plans?



POST-MEETING ACTIVITY

- Critically review your teaching over the last two weeks and make notes on which of the eight strategies you have used. Is there anything you could be doing more often?
- Make sure you include these in your plans for next week.
- Read pages 56–59 of the SBTD toolkit. This is an account of a science lesson which uses several of the teaching strategies suggested.

Session 14: Using the local environment

The focus in this session is making use of local resources. Try not to focus on the resources that you would like to have access to, but rather on the resources that you DO have access to and how you might make better use of those.

PRE-MEETING ACTIVITY

- Read Key Resource 9 – Using local resources (<http://oasis.col.org/handle/11599/3283>).
- Make a list of resources that you have access to. This could include the school grounds, household items, local experts, newspapers and magazines, and many more.

EXAMPLE (FROM THE SBTD TOOLKIT, P62)

Mr Saiti was worried that some of the students in his Science class did not get a good, balanced diet. Many had family plots at home for growing food, but these did not always yield a good harvest. Mr Saiti decided to set his class a competition to research good techniques for growing crops on a small scale and improving the diet of the local community. He explained they should base their research on talking to people they know in the community, and that he wanted them to use their scientific knowledge to explain the techniques that they hear about. He divided the class into groups of four students and asked each group to display their findings in a poster, explaining that there would be a prize for the best plan. He put the judging criteria on the classroom wall so that the students could see what he would be looking for and plan their work accordingly.

The groups were very excited about starting the research project and tackled it in different ways. For example, Hari's group went down to the local market. They picked the stall with the nicest looking vegetables and chatted to the owner about how he grows them.

Sakina's aunt works in a local clinic. Sakina asked her aunt about the sorts of illnesses that local people have. As a group, they worked out what kinds of food would help improve local diets and reduce the likelihood of illness due to nutrient deficiencies.

Mr Saiti was delighted with how engaged the students were with the local research task. In addition, he noticed a small plot of land that belonged to the school, but which was not being used. He decided to ask the school principal if he could use this plot with his class to develop a small garden to grow vegetables and fruit.



DURING THE MEETING

Working in a large group:

- Brainstorm resources that you have access to as a school.
- For the ones that are most readily available, decide how they could be used to support learning.
- Discuss how you could store resources that teachers make so that others can have access to them. By sharing resources, you will save time!



POST-MEETING ACTIVITY

- Take a critical look at the room in which you do most of your teaching. How could you improve the learning environment? Could you display students' work, or make posters by collecting old magazines and finding photographs or pictures relevant to the curriculum?

Session 15: Engaging with parents, carers and other support services

Teachers have an important responsibility to involve parents in school life. Where teachers have concerns about a child in their class, establishing a dialogue with parents/carers is one important part of addressing the problem. The focus of Session 15 is on how to engage effectively with parents and carers.

PRE-MEETING ACTIVITY

- Read the SBTD Toolkit, (<http://oasis.col.org/handle/11599/3282>) p66–69. Pay particular attention to the examples.
- Read the Sierra Leone GATE resource on ‘Involving a pupil’s family in supporting learning’ (<https://www.open.edu/openlearncreate/course/view.php?id=2579>)
- Carry out an audit of your classes.
- How much do you know about the home-life of your students?
- How does their home-life affect their behaviour and attitude in school?
- Is there anyone who is not progressing as they should, given what you know about them?
- Identify one or two students who are a cause for concern and list some of the ways in which you could help them. What contribution could their parent or carer make? What is your relationship with the parent or carer? Are there any community-based resources that might support the child and family? (Social workers /disability support groups etc?)

DURING THE MEETING

- Focus on one of the students who you have identified.
- Working with a colleague, reflect on what you could do to improve the dialogue with the parents or carers.
- Plan a meeting with the parents.
- Think about what you would say to them, how you would explain their child’s strengths and difficulties, and what you would like them to do to support their child.

Most parents/carers will have the same common aims as you, but perhaps do not realise the impact of working together can have on their child's achievements. You are trying to help parents/carers:

- Develop a good model of positive social and educational values related to personal fulfilment and good citizenship.
- Develop their child's understanding of the importance of education and being a good citizen.
- Develop their ability to question their child about what they did at school and follow up projects they are doing at school.
- Celebrate their child's progress and achievements.
- Understand the need not to threaten or punish their child if they are not doing well, and encourage them, no matter how small and simple their achievement.
- Show interest in the child's learning and give time on a regular basis at home to assist their child with their homework.

POST-MEETING ACTIVITY

- Set up a meeting with the parents or carers for a student that you teach.
- Reflect on how it went and how you will follow up on the meeting.

Session 16: Continuing professional development

Congratulations on reaching the end of this SBTD programme!

This is the last session of the programme but in many ways, this is just the start of a journey for continuous improvement. During this programme you have:

- Engaged with material on the Commonwealth for Learning website and other relevant repositories.
- Worked collaboratively with colleagues to critically review learning and teaching practices and to plan effective classroom activities.
- Monitored your own progress through the use of a notebook and your personal reflections.
- Practised new teaching approaches.
- Focused on the needs of your students and how to better meet those needs.
- Thought about how to make best use of the local environment.
- Engaged with parents and carers to support learning.

Through this process you will have developed new skills in learning and teaching, but also in team-working and resourcefulness.

It is helpful to think of professional development in terms of five areas:

1. Personal and professional qualities (such as always wanting to do your best and reflect on your practice).
2. Team-working qualities (such as listening to and sharing ideas with others).
3. Professionalism in practice (such as always being prepared for lessons).
4. Understanding children and young people as learners and supporting their education (such as differentiating activities to help learners who are at different stages and have different needs).
5. Partnership with parents/carers /other agencies (such as sharing successes and asking for help with their children's learning).



PRE-MEETING ACTIVITY

Audit yourself against the five areas above:

- For each one, write a few notes on what you have learnt in the last few weeks.
- Based on your progress, put them in order of priority with the area that you feel you still need to focus on the most at the top.



DURING THE MEETING

- Share your experiences of this programme.
- Ask each teacher to share something they have learnt.
- Collect all the points on a flip chart.
- As a group read the section 'next steps' and decide on a plan for next term.

Next steps

Hopefully this programme has established new ways of working collaboratively in your school. There is no reason why this pattern of reflection, collaboration, and practise cannot continue.

There is more material in the SBTB Toolkit and the Key Resources than you will have been able to use.

The options for the next academic year include:

OPTION 1

Revisit each of the topics. Read the sections of the SBTB toolkit that you have not yet read and modify the activities during the meeting according to the needs of your teachers. The programme would make an excellent induction course for new staff working along more experienced staff.

OPTION 2

Use the Key Resources to plan your own programme for next year. Before the meeting, teachers should read the relevant key resource. Use the time in the meeting to plan classroom activities. Encourage teachers to practise the teaching approaches in their classrooms.

OPTION 3

Within your subject departments plan a professional development programme which highlights key issues that you face in your school. Use the resources available to identify pre-reading for teachers, and activities to undertake during meetings.

OPTION 4

As a group, identify some free online courses that you could study together. Platforms providing courses include FutureLearn, EdX, Coursera and OpenLearn.

References

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