

## Webinar 5: Handout 2

# Materials to support PD: Guidance and examples

Teacher and educator professional development requires resources that are carefully designed. A list of materials is included below, along with tips for developing them.

- A **facilitator's guide** should include specific guidance on the content, activities and materials to be used during the training. Avoid verbatim scripting, but provided detailed, easy-to-read instructions for the facilitator. Format the guide in a way that is easy for trainers to follow, with instructions for them, and instructions for participants, clearly identified. Begin developing the facilitator's guide *several months* before the training takes place, since experience shows it takes time to develop a quality product. Establish a process and timeline for developing the guide, and identify by whom and when it will be reviewed, edited and designed.
- The **EGL program materials**, such as the teacher's guide and learner books, should be provided to all participants. *Training should not take place if a complete and final set of the teaching and learning materials that teachers will be expected to use are not available.* Avoid providing additional materials that the teacher will not use in the classroom, as experience indicates that they will distract teachers from the materials they need to learn to use in their classrooms, are likely to get lost and are unlikely to be used beyond the life of a project. If information is considered critical, consider incorporating it into the teacher's guide (e.g., an annex on guidance for conducting formative assessment) so that teaches can easily reference it.
- A **lesson observation checklist** is a helpful tool for guiding teacher trainees in providing critical and helpful feedback to each other, as well as for guiding trainers/facilitators in conducting formative assessment of trainees. This tool is meant to be used during a professional development workshop only. It includes a list of critical areas for observation. See an example lesson observation checklist in this handout.
- **Videos** and other technology can be useful in training teachers, especially if trainers themselves may not yet have mastered all techniques. Moreover, they provide a realistic example of teacher instruction. In places where videos have not been developed, you may be able to use videos from another country. Videos of teachers teaching EGL in multiple countries can be found here:
  - **Global Reading Network:** <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>

## Example of clear directions to training/workshop facilitator

Source: Creative Associates International (2016). Nigeria Northern Education Initiative Plus (NEI+) English Mu Karanta! Let's Read! Teacher's Guide. Available at [https://pdf.usaid.gov/pdf\\_docs/PA00N786.pdf](https://pdf.usaid.gov/pdf_docs/PA00N786.pdf)

### Sample Session

#### Introduction to MuKaranta! Let's Read! Materials: Teachers' Guide Walkthrough

(60 minutes – 10:15 – 11:00)

Tell participants that the reading curriculum is based on a specific scope and sequence that is unique to Hausa and English. It was written by individuals from the FMOE, NERDC, NCCE, Universities, Polytechnic, classroom teachers, and the Initiative. The **scope** is the content or what will be taught and the sequence is the order the content will be taught in. For this curriculum the scope is the letter/syllable sounds and the skills of reading while the sequence is the order in which they will be taught.

**Activity:** Have participants open their Hausa Teachers' Guide (P2 or P3) to the first two weeks of lessons, starting on page 1. Tell participants to look through the lessons and notice what letters and words are being taught and in what order. Ask, what do you notice about the letters being taught?

Participants should notice how many letters and the order the letters are being taught in and how each day learners will work with letters and words.

- What letters are taught first? (N is the first consonant and A is the first vowel)
- What letters are taught next?
- Do you see the content builds on what has come previously?
- What do you think we are doing on day 5?

Have participants open their **English Teachers' Guide (P3)**. How is this different from Hausa? How is it similar? Then have teachers look at the first two weeks of lessons, starting on page 1. Have the participants look through the lessons and notice what letters and words are being taught and in what order.

We use this order because we want learners to be able to read words as soon as possible we will teach the letters in an order based on frequency and the ability to form small common words. Skills will also be taught in order of difficulty, from easy to hard for each component of reading. This will be true for both languages. Talk briefly about the importance of **oral English in P2**– the idea is to build vocabulary and to practice speaking in English, since this makes it much easier to read English.

The sequence is carefully planned, strategic, and designed before activities and lessons are developed. Lessons build on previously taught information so that teachers must not skip any lessons.

Let teachers flip through the teachers' guides for 5 minutes to see if they have any questions and answer any questions that they have.

**Example layout for assisting trainers/facilitators in locating information**

Source: FHI 360 (Undated). Teacher training manual: Formative assessment and classroom support. Nigeria Reading and Numeracy Activity (RANA).

**How to Use this Manual**

**What is the objective of the training?**  
By the end of this training, teachers should be able to teach Hausa reading, using their RANA Teacher Guide and Pupil Book.

**Who should use this training manual?**  
This manual is designed for training facilitators only. Teachers do not need this manual. They can focus on the Teacher Guide and Pupil Book instead.

**How is the manual organized?**  
This training is organized into 3 separate days. The cover page for each day includes:

- daily objectives
- materials list

**TRAINING DAY 1**

**DAY 1 OBJECTIVES:**  
By the end of Day 1, participants will be able to:

- Describe key elements of a RANA lesson, including "Objectives" "We do, You do"
- Teach the following P1, Lesson 1 activities: songs, relate class words, letter sound movements, letter writing, and formative
- Describe the pedagogical purpose of each lesson activity they d
- Sing the songs *Wakar Haruffa* and *Wakar Gasayay*, and demonstrate sound movements for N, A, K, M, S, R, I, O, T, D.

**DAY 1 MATERIALS CHECKLIST:**

- sign-in sheet
- flip charts
- Markers
- Masking tape
- P1 Pupil Books
- P1 Teacher Guides
- Record chart: *Wakar Gasayay*

Before you begin the training each day, you should check the daily objectives and the materials list. You must understand the day's objectives and have the necessary materials prepared.









Each training day is subdivided into activities. Most activities last approximately an hour. Each activity heading provides:

- the time the activity should take
- the materials required
- the objective

Activity	Time	Materials	Objective
Lesson demonstration and discussion	9:00-10:00	1) P1 pupil books 2) Pencils	1) Participants will understand the structure Lesson 1 by participating in a lesson demonstration 2) Participants can explain the importance of lesson objectives and need assessment

Always check each activity heading to make sure you understand the expectations for the activity. Objectives are targeted around what *participants* can do, rather than what you do. In other words, objectives are only "achieved" if participant learning is evident. Note also that materials are listed the first time they are needed (for example, the first time that pupil books are distributed).

The manual also includes icons to remind facilitators about activity steps.

-  means introduce a concept
-  means write something on the board
-  means participants read the instructions in the Teacher Guide
-  means demonstrate a Teacher Guide activity
-  means small group practice of a Teacher Guide activity
-  means discussion
-  means energizer
-  means this activity should be done only if extra time is available.

The first six icons often appear in direct succession. That is because the training includes a repeating pattern of instruction:

1. Introduce a Teacher Guide activity
2. Write a teaching tip on the board
3. Ask participants to read the Teacher Guide activity aloud
4. Demonstrate the activity for participants
5. Ask participants to practice the activity in small groups
6. Discuss how the activity went

Understanding this order of activities will help you facilitate more easily.

### Example of information to include for trainers on materials to prepare in advance

Source: Creative Associates International (2016). English Mu Karanta! Let's Read! Teacher's Training Manual (p. 9). Nigeria Northern Education Initiative Plus (NEI+). Available at: [https://pdf.usaid.gov/pdf\\_docs/PA00N786.pdf](https://pdf.usaid.gov/pdf_docs/PA00N786.pdf)

**Administration and** logistics of the training are everyone's responsibility. Trainers are expected to be at the training venue one day before the training to ensure that the venue is ready and the training is ready to start on time on Day 1. Trainers are expected to complete a full report of the training the day immediately after the close of the training. This administration and logistics duties of the trainer are:

- Ensuring the training venue is set up
- All materials are at the venue on time
- Materials are distributed as per instructions
- Registration, attendance and pre and post surveys of trainees are administered
- The venue, including classrooms, toilets and other facilities are cleaned daily
- Health and safety of all participants is given high regard

## Lesson Observation Checklist for participants to use during training

Source: RTI International and the Malawi Institute of Education. (Undated). Malawi National Reading Programme. Training Manual for Chichewa Standard 1. Available at [http://shared.rti.org/content/malawi-national-reading-programme-training-manual-chichewa-standard-](http://shared.rti.org/content/malawi-national-reading-programme-training-manual-chichewa-standard-1)

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Lesson Delivery	Always	Sometimes	Not at all
<b>Gradual Release of Responsibility (Using the I do, We do, You do model)</b>			
1 Did the presenter follow the I do?			
2 Did the presenter follow the We do? (done in unison with the learners)?			
3 Did the presenter follow the You do?			
4 Did the presenter follow the sequence of every lesson activity? (not skipping activities)			
a List 2 things the presenter did well during the implementation of the I do, We do, You do model:			
b List 2 things the presenter can improve in the implementation of the I do, We do, You do model:			
<b>Reading Components</b>			
5 Did the presenter include all the content in the lesson (target sounds, letters, words, sentences)			
a Name the reading component that was taught.			
b Preparation, language of instruction, and pacing			
6 Did the presenter prepare the necessary materials ahead of time and use them appropriately during the lesson?			
7 Did the presenter teach each segment of the lesson in the allocated time?			
8 Did the presenter use the language of instruction appropriately (if English, did the presenter use effective English teaching strategies (i.e. use gestures and actions to reinforce what was said, speak clearly, use realia, objects or pictures, teach learners to respond to classroom instruction, encourage learners to speak)?			
<b>Checking for Understanding</b>			
9 Did the presenter check for understanding during the lesson? (observing, listening, looking at learners' work, asking questions, etc.)			
10 List 1-3 ways the presenter checked for understanding:			
<b>Overall Feedback</b>			
12 What did you learn from watching this lesson delivery?			
13 Name two things that were done well.			
14 Name two things that could be improved			
15 How will you apply this reflection in your own teaching practice?			