



Federal Democratic Republic of Ethiopia
Ministry of Education
Special Capacity Building Training
Program for
Secondary School Teachers



General Pedagogy Trainees' Module

June, 2024
Ministry of Education
Addis Ababa

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1. INTRODUCTION

1.1 Background

Over the past decades, Ethiopia has been undertaking inexorable efforts to improve access, equity, and quality in education. For this, a series of education sector development programs (ESDPs I-VI) has been implemented. The government has also introduced various initiatives to boost the quality of education within the existing national circumstances. Among such initiatives is the general education quality improvement package (GEQIP), a five-year round initiative introduced during the early 2000s with the sixth round in operation now. Through this and other interventions over the last two decades, teachers' qualifications have improved from certificate to diploma, from diploma to bachelor's degree, and so on; the supply and distribution of books have substantially upgraded; a series of curriculum reforms made; and a shift from teacher-centered to learner-centered methods of curriculum delivery have been promoted. However, despite such efforts, learning outcomes remain outrageous. Results of the different time regional and national learning assessments have been very low and also teacher competency tests were minimal (e.g., only 24.4% in the 2019/20 academic year).

To overcome the lingering challenges, a national study was conducted in 2018 that came up with an education and training roadmap. Following the roadmap study and other related studies, Ethiopia has recently undertaken a thorough reform of the general education curriculum to respond to prevailing needs: updating in response to the changing state of knowledge and technology, improving relevance, fine-tuning the methodological shapes and, in general, to align with the prevailing developments in educational or instructional technologies.

These new reforms were because the previous curriculum was theory-oriented, not competence-based, had too many subjects and content-focused, excluded indigenous knowledge, lacked link with productivity and the world of work, lacked provision of moral education, failed to include the 21st-century competencies and lack of provision for the gifted and the talented.

Based on the reforms of the general education curriculum, new teaching-learning materials have been developed that started to be implemented since September 2023. However, due to the colossal nature of the system and organizational setup, many teachers are interpreting the teaching-learning

materials in their capacity and delivering the contents or learning areas alike for lack of a well-organized induction program to the curriculum implementation. This presumes variations that would have reverberating stands acclaiming learning is taking place in schools, while assessment result shows negative prosecution and this would entail critical concern on attaining intentions of the curriculum reform.

Accordingly, curriculum implementation has to be preceded by an appropriate induction program for teachers to promote informed entry. It is, therefore, a key undertaking to organize a special capacity-building training program for teachers to support them in understanding the intents and contents of the reformed curriculum and the anticipated position for instructional approaches of each subject.

As teachers are the key agents for students' learning and play extraordinary roles in improving students' learning outcomes, the necessary support would be provided for the teachers to be knowledgeable about their subjects, competent enough in their pedagogy, and have professional ethics that inform their actions. Whenever a new curriculum is introduced, the fundamental shifts introduced in the current curriculum reform should be introduced to teachers on what the curriculum constitutes and how it should be implemented.

Evidence obtained during the pilot study of the reformed curriculum and the conducted need assessment survey on the implementation of the new curricula attests to the need to intensively train the teachers in general pedagogy, subject matter, and technological applications, which scholars also called '*Technological Pedagogical Content Knowledge*'(TPACK). The major reasons to carefully design and develop a general pedagogy training manual for this special teacher training package as part of the big teacher development program (TDP) are due to: (1) the introduction of the new curriculum reforms; (2) a large number of teachers who joined the teaching profession are from the applied field; (3) the fact that the previous postgraduate diploma in teaching (PgDT) program has not been effectively implemented in the teacher training institutions; and (4) the need assessment results reported low teachers' pedagogical competencies. Hence, the MoE has decided to conduct an institutionalized face-to-face special capacity-building training for all teachers involved in the general education sector for an effective 20 days (120 hours) on general

pedagogy and selected subject matters. Out of this time, 20% (24 hrs.) of the total training is allotted for the *General Pedagogy* training.

Without knowing and understanding the intents and contents of the reformed curriculum it is difficult to capture the foundations of better preparation and delivery in schools. Thus, teachers need to have grounded knowledge and understanding of the learning areas in the subjects they teach and rethink the instructional approaches and modalities useful to teach the content for diverse students in the classroom. Therefore, this trainer guide of *General Pedagogy* is prepared for the trainers to consistently guide the training of teachers on general pedagogical concepts across the regions, grade levels, and subjects.

Since *General Pedagogy* is about the art, science, or profession of teaching, it will also assist trainers in being exposed to the introduction of curriculum concepts and its components, the major nuances and tenets of the curriculum reform, competence-based instruction, the major pedagogical (active learning) principles, differentiated instruction strategies, creating safe and conducive classroom environments, continuous assessment practices and designing instructional plans. Yet, the detailed areas of the reforms of each subject matter will be addressed in the subject area training modules.

Although pedagogy itself is a contested term, it involves activities that evoke changes in the learner. Pedagogy comprises teachers' ideas, contextually based beliefs, attitudes, knowledge, and understanding about the curriculum, the teaching-learning process, and their students which impact their 'teaching practices' in the classroom. The ultimate goal of this *General Pedagogy* is to create a platform for trainees to discuss and share their experiences, to trigger and motivate them to be inquirers of knowledge, skills, and values; to link their training with the school-based continuous professional development (CPD) and ultimately to further develop the creative, emotional, and social learning of their students.

The design of this module was based on the following *principles or assumptions* that guide the training program:

- i. It is anchored in the new curriculum;
- ii. It is rooted in the lived experiences of the teachers and the learners;

-
- iii. It applies both the pedagogy of investigation and the pedagogy of enactment;
 - iv. It involves inclusiveness and diversity in instruction;
 - v. It ensures teacher learning as lifelong learning (teacher learning continuum);
 - vi. It promotes continuous collaborative engagement among teachers;
 - vii. It connects to or utilization of local socio-cultural and environmental assets to facilitate relevant learning; and
 - viii. It promotes differentiation and learner support.

Hence, the training will also be dictated in line with these principles and assumptions.

1.2. Purpose of the Module

All human beings are born to learn continuously to survive, live, and thrive. Across our lifespans, learning takes place through institutionalized, intentional, and planned education in formal and non-formal settings, as well as informally in families, communities, and other spaces. To ensure inclusive and equitable quality education and lifelong learning in schools, empowering teachers' professional knowledge, professional practice, and professional engagement as their major professional attributes is decisive. Due to this fact, the current Ethiopian general education framework also encompasses the following major capabilities that teachers are expected to develop as their professional attributes: learning to learn, knowledge of the subject matter, critical thinking and problem-solving, innovation and creativity, communication skills, teamwork and collaboration, leadership and decision making, research skills, indigenization, social responsibility, inclusiveness, socio-emotional skills, digital literacy and maintaining a professional appearance. Consequently, the main purpose of this module of *General Pedagogy* is to provide inquiry-based thoughts on the new curriculum reform and the general teaching-learning processes.

Specifically, as part of the reform, this *General Pedagogy* module for trainees is aimed at:

- Introducing the major curriculum concepts and their components and major curriculum reforms of the new general education curriculum.
- Providing precise information to trainees about the qualities and knowledge areas of effective or ideal teachers.

-
- Providing them with opportunities to explore their students' differences and the mechanisms of accommodating the student differences in their classroom teaching through applying differentiated instruction.
 - Exposing them to the application of gender-responsive and inclusive classroom environments.
 - Highlighting them with the different active learning strategies that help students acquire the necessary knowledge, skills, and values.
 - Providing the different concepts of classroom management and gadgets to create a conducive classroom environment for learners and managing large class sizes.
 - Aware of the concepts, purposes, and tools of continuous assessment strategies to be applied before, during, and after instruction.
 - Assisting them gain the necessary insight into instructional planning components, objective formulation, and the skills required to develop annual and lesson plans.

1.3. Module Competencies

After completing the training of this module, trainees are expected to attain the following competencies.

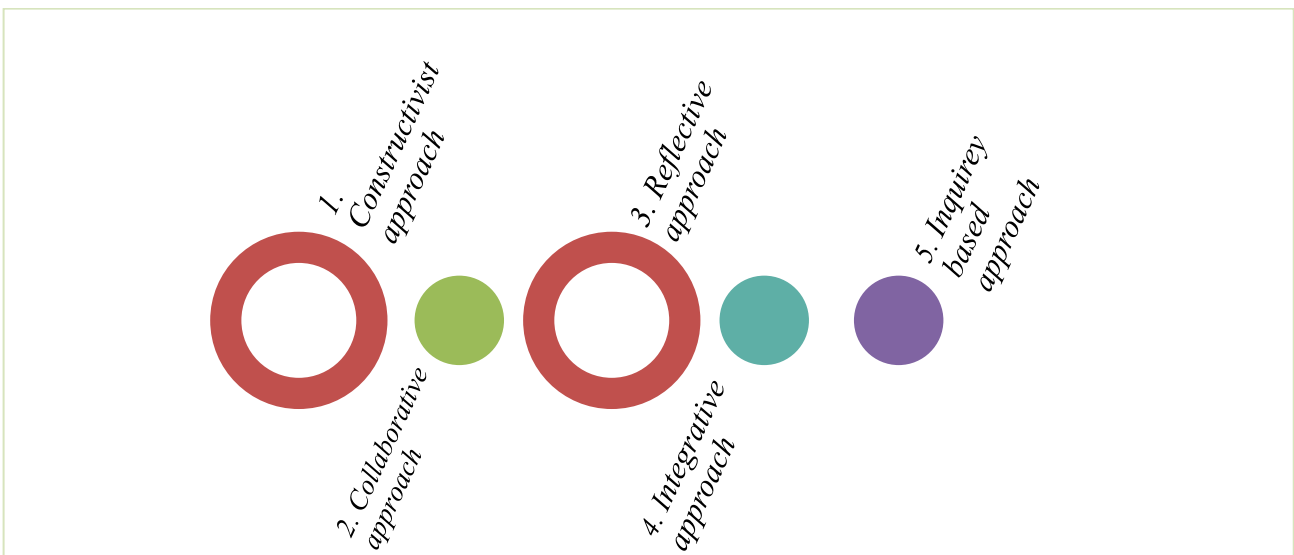
- Equip trainees with the knowledge, skills, and attitudes of the new curriculum reforms appropriate for developing competency-based curriculum.
- Solidify the trainees' conceptual and practical understanding of learning and teaching with Ethiopia's new competency-based curriculum
- Equip with the necessary knowledge and skills to identify diverse student characteristics, how they learn and know the contents, and accommodating these diversities through applying differentiated instruction in their classroom teaching.
- Develop professional knowledge, professional practice, and professional engagement of trainees both individually and in groups.
- Equip them with practice-based, context-based, and learner-centered training methods that they will use to deliver in their classroom teaching.
- Acquaint trainees with the knowledge, skills, and attitudes of applying the various active learning strategies in their classroom teaching practices.

-
- The desire to and conviction towards facilitation of learning as espoused in the reformed curriculum and creating and maintaining supportive and safe learning environments.
 - Develop the capacity to assess, run follow-up or monitoring, provide feedback, and report on students' progress towards the desired level of competence using carefully designed tools.
 - Equip trainees with the capability of developing lesson plans to implement effective teaching and learning.

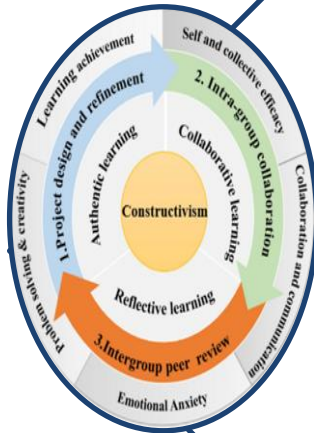
1.4. Pedagogical Approaches

As a pedagogical approach, active and participatory teaching-learning approaches are employed throughout the module. Activities are mainly experiential in nature, and trainees are required to actively engage as participants in all of the lessons. Although there are various pedagogical approaches and principles, the following five pedagogical approaches are cornerstones to this training of fundamentals of pedagogy. Each of these approaches is usually placed on a spectrum from teacher-focused to learner-focused pedagogy which is centered around learners' playing an active role in the learning processes.

The 5 major Pedagogical approaches involve the following:



1 The Constructivist Approach



The constructivist approach is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas). Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. Learners create their understanding of the world around them based on experience through their everyday lives as they grow.

Using specific experiences, people transform the information they've accumulated into knowledge and understanding. Constructionist learning involves students drawing their own conclusions through creative experimentation and the making of social objects. This approach is handy for allowing learners to take a more active role in the learning process, as it encourages them to use their previous knowledge for understanding new concepts. The constructionist teacher takes on a meditational role rather than adopting an instructional role.

2 Collaborative Approach

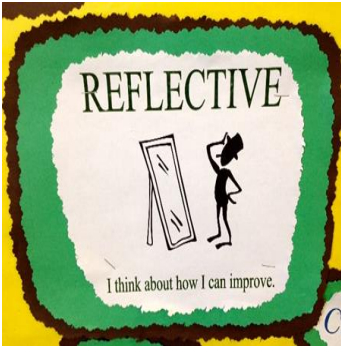


The collaborative/cooperative approach involves trainees working together on activities or learning tasks in a small group. Trainees in the group may work on separate tasks or work together on a shared task to solve problems, complete chores, or learn new concepts. This approach puts a big emphasis on collaborative learning to gain a greater understanding of the information they've been presented with.



The strength of this approach is that trainees can capitalise on each other's understanding of the information, and even their unique skills and resources. *The approach actively engages trainees to process and synthesize information, develop higher-level thinking, oral communication, self-management, and leadership skills, promote student-faculty interaction, and increase in student retention, self-esteem, and responsibility.* This process allows learners to create an environment where people can interact with each other by sharing experiences and knowledge through exchanging ideas and information, and even evaluating or monitoring somebody else's work.

3 The Reflective Approach



Reflective Practice is a method of assessing our thoughts and actions for personal learning and development. It focuses primarily on analyzing what the teacher and learners are doing in the classroom and encourage thinking about teaching practices and figuring out ways to improve them in an attempt to make learning processes more effective for a class of learners. This can be done through *self-evaluation* and *self-reflection* as ways to essentially learn more about your practice, improve a certain practice, or focus on problems learners are having.

The reflective pedagogical approach involves teachers continually thinking about and reflecting on their teaching. The goal is for teachers to learn more about their practices and make improvements going forward. Reflective teaching is a process that involves three distinct styles of reflective practice: **reflection-in-action** (thinking on your feet/reflection amid action), **reflection-on-action** (retrospective thinking /thinking back), and **reflection-for-action**. Reflection-in-action takes place in the classroom. The process of reflection is as follows.



4 Integrative Learning Approach



Integrative learning is a teaching pedagogy that helps trainees connect concepts they're learning to real-world experiences (bridge the gap between the classroom and workplace), adapt to the needs of a rapidly changing workplace, and help learners develop the transferable skills needed and develop a deeper understanding and appreciation for their subject area. It often involves three steps including *integrative inquiry* (asking meaningful questions), *application and transfer* (applying skills to new situations) and *reflection* (making personal and professional plans based on self-reflection).



Integrated teaching and learning approaches, combine guided play and learning, adult-led learning, and child-directed play and learning. This approach can help trainees in the synthesis and integration of knowledge, acquire the ability to solve problems, and encourage their critical, creative, and unconventional thinking. As it can help learners gain a broader understanding of the world around them by linking together bits of related information, this kind of approach can help learners stay engaged on the topics they're learning about.

5 Inquiry-Based Approach



The inquiry-based approach encourages learners to engage in exploration, investigation, research, and study. It begins with presenting questions, scenarios, or problems that require critical thinking to solve, which is vastly different from other approaches where facts are presented simply.

This approach requires more than just simply giving the correct answers to questions and encourages more thoughtful and engaged participation from learners in the entire cycle of inquiry (**5E's** i.e., engaging, exploring, explaining, extending/ experimenting & interpreting, evaluating & communicating results). Inquiry-based learning is not about using new tasks or practical experiments rather it is the perspective on learning that creates a new learning culture in the classroom.



1.5. Assessment Recommendations

To confirm that the trainees have acquired the relevant knowledge, skills, and attitudes, both formative and summative assessment techniques will be employed. During the training process, continuous-based assessment will be conducted mainly for learning and feedback purposes. Moreover, this ongoing assessment will also be carried out to identify achievements and shortcomings in the delivery of the module and appraise the overall execution of the pedagogy and areas for improving it and its delivery. Finally, end of course assessment will be administered to gain a summative appraisal of the module.

Moreover, after trainees have completed the training and its impact on their actual school practices, a follow-up evaluation will be conducted. This follow-up evaluation will be useful to identify the strengths of trainees' actual classroom teaching practices as per their training and also to investigate additional gaps for further improvement of the training. The follow-up may be conducted using a questionnaire, interview, portfolio review, or classroom observation.

2. STRUCTURE OF THE MODULE

This module consists of five units and the units are divided into different sessions, each session dealing with one main topic. The sessions are designed in such a way that trainees will become active participants in the training process. Generally, introductions of the module, general objectives, activities, key ideas, and some implications are addressed. Units of the module include the following.

1. Unit One: The Concepts of Curriculum and the New Curriculum Reform (5 hrs.)
 - Session 1.1: Components of a curriculum
 - Session 1.2: Major shifts in the new curriculum and reasons for change
 - Session 1.3: Competence-based Curriculum and Instruction
2. Unit Two: Teaching-Learning and Quality Teachers (8 hrs.)
 - Session 2.1: Knowledge areas of quality teachers
 - Session 2.2: Teaching, learning, and teacher quality
 - Session 2.3: Active learning strategies
 - Session 3.4: Experiential learning and inclusion of indigenous knowledge
3. Unit Three: Differentiated Instruction (5 hrs.)
 - Session 3.1: Recognizing learners' diversity in classrooms and accommodating their diversity in learning
 - Session 3.2: Creating a gender-responsive and inclusive and classroom environment
 - Session 3.3: Instructional media usage versus students' learning styles and multiple intelligences
 - Session 3.4. Conducive classroom management and managing large class size
4. Unit Four: Assessment and feedback practices for students' learning (3 hrs.)
 - Session 4.1: Concepts and purposes of continuous assessment

Session 4.2: Components/ tools of assessment and techniques of providing constructive feedback

5. Unit Five: Creating and Implementing Constructively Aligned Instructional Plans (3 hrs.)

Session 5.1: Concepts of instructional planning and formulation of objectives

Session 5.2: Developing annual and lesson plans.

Unit 1: The Concept of Curriculum and the New Curriculum Reform (5 hrs.)



Unit Introduction

This first unit highlights trainees about the concepts of curriculum and the major components of curriculum materials that are expected to be used by teachers in their classroom teaching. The unit also edifies on the new Ethiopian general education curriculum reforms, reasons for curriculum change, and the focus areas of the new curriculum reform. Moreover, this unit enlightens the concepts of competence-based curriculum and instruction.



Unit Objectives

After completing this unit, trainees will be able to:

- Comprehend the concepts of curriculum.
- Identify the components of curriculum materials teachers are expected to use in their teaching-learning.
- Use appropriately the different curriculum materials in their classroom teaching.
- Recognize the major reform areas and reasons for the reform in the general education curriculum of Ethiopia.
- Apply properly the major curriculum reforms in their classroom teaching.
- Appreciate the new curriculum reforms and major shifts made in the curriculum.
- Integrate horizontally and vertically the various lessons they are teaching.
- Analyze the concepts of competence-based curriculum and instruction.
- Deliver competency-based instruction in their classroom teaching.

Key Topics

- 🌀 **Session 1.1:** Concepts of curriculum and components of curriculum materials
- 🌀 **Session 1.2:** Major reforms in the new curriculum and reasons of reform
- 🌀 **Session 1.3:** Competence based curriculum and instruction

Session 1.1: Concepts of curriculum and components of curriculum materials

Session Introduction

Although the concept of curriculum is elusive and multidimensional, this session tries to elucidate the concepts of curriculum (planned and unplanned) since what students learn in school extends beyond the planned (formal or explicit) curriculum. The planned curriculum translates the school's goals into the subjects that students are expected to learn, the measured objectives of the courses and lessons, and the subject's assigned readings. However, a school also transmits an unplanned (informal) curriculum, one that is not intended or stated. Hence, the different conceptions of curriculum and the components of curriculum (teaching-learning) materials are highlighted hereunder.

Session Objectives

After completing this session, trainees will be able to:

- Recognize the different concepts of curriculum.
- Identify the planned and unplanned curriculum and their purposes.
- Create awareness of the relevance of the informal, hidden, and null curriculum.
- Understand the different components of the curriculum (teaching-learning) materials.
- Apply both the planned and unplanned curriculum for students' learning.
- Use the different curriculum (teaching-learning) materials jointly in their classroom teaching.

Activities

Activity 1:

Dear trainer, try to facilitate trainees to:

1. 1st individually define *what curriculum is* and what is not curriculum based on their understanding.
- 2nd arrange them in pairs and exchange their definitions. Then order the pair groups to choose an appropriate definition of what curriculum is based on their understanding.

3rd create different groups that consist of 5-6 members and motivate the group members to give their agreed 2 or 3 definitions of curriculum.

4th. Reflecting on the dynamics of curriculum, ask the group members, “What do you think are some of the challenges in defining it?”

After they complete their definitions, the trainer can highlight the different perspectives of the curriculum and reach a consensus with trainees. Then, proceed to the next activity.

Activity 2:

Dear trainer, create different groups that consists 4-5 members and try to facilitate the group members to discuss and reflect on the following questions

Based on your prior teaching experience in schools: -

1. Every school has a planned, formal and written curriculum, but it also has an unplanned, informal and hidden one that must be considered. What is your suggestion in it? How can you address the *informal*, *hidden* or *null* curriculum?
2. In your opinion, what makes subject matter/education program the most worthwhile in our country’s labor market context? Why?



Activity 3

Dear Trainer, within the formulated groups, give a few minutes to individual trainees to read and rehearse alone on the following questions and after that trigger them to discuss in groups and reflect on the group’s idea in the stage.

Based on your current teaching experience in schools:

1. What major curriculum materials do you have at hand? Which curriculum material is not available for you?
2. What are the major components of the curriculum materials (teaching-learning materials) the teacher needs to have for his/her teaching?
3. Are you familiar with a flowchart and the syllabus?
4. What is the use of the syllabus? What major components are included in the syllabus?

-
5. What is the appropriate link between the student textbooks and teacher's guides for the different subjects teachers are teaching?
 6. Do you have the chance to evaluate the newly prepared curriculum materials? If so, what new components are included in the contents of each subject you are teaching?

 **Activity 4: Home-take activities**

Based on the newly developed curriculum framework, syllabus and textbook, and teachers' guide of your subject:

1. Analyze the vertical integration and continuity of contents of different grade levels of your subject.
2. How is the continuity of the contents arranged? Ok! For what purpose is the flow chart used?
3. Analyze the consistency of the major objectives and contents mentioned in the different curriculum materials (flowchart, syllabus, student textbook, and teachers' guide) of your subject.
4. How do you judge the relevance and appropriateness of these materials to the different grade level students?
5. How can the learning experiences of students be integrated into the curriculum?
6. How the curriculum contents are best organized and integrated horizontally?

 **Key Ideas**

Curriculum, as a dynamic field of study, has been characterized as elusive, fragmentary, and confusing. Given the plethora of books, articles, and essays on curriculum, many people in the field feel confused about its definitions. However, the field of curriculum is intended not to provide precise answers, but to increase our understanding of its complexities.

Whether we consider curriculum narrowly, as subjects taught in schools, or broadly, as experiences that individuals require for full participation in society, there is no denying that curriculum affects educators, students, and other members of society.

Curriculum is the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be socially and economically engaged

and empowered, for personal and national development. The curriculum should, therefore, meet the needs of the individual citizens and the nation.

Format of a syllabus

Subject: _____ Grade level _____

General Objectives/ General Competencies: After completing these units students should:

- a) _____
- b) _____
- c) _____

Specific Objectives	Contents (units & sub-units)	Teaching-learning methods	Time given	Instructional materials	Assessment techniques	Remark
After completing this unit students will be able to: • _____ • _____ • _____	Unit 1: _____ 1.1 _____ 1.2 _____ 1.3. _____			• _____ • _____ • _____		
After completing this unit students will be able to: • _____ • _____ • _____	Unit 2: _____ 2.1 _____ 2.2 _____ 2.3. _____		•	• _____ • _____ • _____		



Implications to teaching

Since it is difficult to exhaustively mention everything in the formal curriculum, this training will assist trainees in not sticking only to the planned and official curriculum. It will help them to equally consider the hidden, null, informal, and extramural curriculum in their student's learning since scholars believe that *“the hidden curriculum is as equally important as the formal curriculum.”* In their classroom teaching, trainees will also consider the different components of the curriculum (flow chart, syllabus, textbooks, teachers’ guide, and other related policy documents).

Self-assessment activities

After t this training is completed, trainees try to check themselves about their understanding of the following concepts by putting a “√” mark.

N	Items	Yes	No
1	I know the different concepts of the curriculum.		
2	Identify the planned and unplanned curriculum and their purposes.		
3	I am aware of the relevance of the informal, hidden, and null curriculum.		
4	The different curriculum materials (flowchart, syllabus, textbooks, and teacher’s guide) of my subject are available in my hands.		
5	I use different curriculum materials (flowcharts, syllabi, textbooks, teacher's guides) in their classroom teaching.		
6	I am familiar with flowcharts, its components, and their purpose		
7	I am familiar with the syllabus, its components, and their purpose		
8	I understand the appropriate link between the student textbooks and teacher’s guides for the different subjects I am teaching		
9	I have the chance to evaluate the newly prepared curriculum materials		
10	I have identified the new components included in the contents of each subject they are teaching		
11	I checked the consistency of the major objectives and contents mentioned in the different curriculum materials (flowchart, syllabus, student textbook, and teachers’ guide) or are there disparities		
12	I judge the relevance and appropriateness of these materials to the different grade level students.		
13	I am familiar with the integration of the learning experiences of students into the curriculum.		
14	I understand the vertical and horizontal integration of curriculum contents		
15	The suggested implications above meet my implications		



Takeaway resources

- Ornstein, A.C. & Hunkins, F.P. (2019). Curriculum Foundations, Principles and Issues (7th ed.). Pearson Education Limited, Edinburgh Gate: Harlow.
- Kelly, A.V. (2004). The Curriculum: Theory and Practice (5th ed.). Sage Publications Limited, London.

Session1. 2: Major reforms in the new curriculum and reasons for the reform

Session Introduction

For the effective execution of any curriculum reform, teachers, the actual implementers of the curriculum, should be aware of the planned reforms designed by the Ministry of Education. Hence, this session provides introductory remarks for trainees about the major curriculum reforms in Ethiopia and the reasons for the reform. It is believed that most education textbooks in general and curriculum texts in particular were more theoretical than practical. Despite their claims, curriculum developers seem unable to leap from theory to practice, from the textbook and college course to the classroom and school. Accordingly, this session further highlights the general education learners' profiles and general education learning areas learners are expected to take at different grade levels.



Session Objectives

After completing this session, trainees will be able to:

- Understand the major reforms made in the general education curriculum
- Analyze the reasons for changing the old curriculum.
- Apply the major curriculum reforms in their classroom teaching
- Appreciate the new reforms made in the education structures and curriculum contents of each subject matter.
- Identify the general education learners' profiles and general education learning areas learners are expected to take at different grade levels



Activities



Activity 1

1. Do you know the previous reforms of TESO and PgDT in our teacher education programs? What were their strengths and weaknesses?

	TESO	PgDT
Strengths	_____	_____
	_____	_____
Weaknesses	_____	_____
	_____	_____

2. Currently also a new education reform was made. Why do you think is a curriculum change (reform) needed in our education system in general and in the general education curriculum in particular? Mention the critical problems of the previous general education curriculum of Ethiopia.



Activity 2: Home-take activities

Dear trainees, using the old and the new general education framework, syllabus of your respective subject and textbook, perform the following tasks in a group of 4-6 members.

1. Differentiate the new curriculum reforms from the old.
2. Articulate aims, goals, and focus areas of the new general education curriculum
3. Criticize the new curriculum reform with suggestion for improvement.
4. Present profiles learners are expected to demonstrate after undergoing 14 years of education, learning areas, and the readiness of the teacher in this regard.
5. Synthesize reforms integrated into general education curriculum and subject(s) you are teaching.




Key Ideas

The new general education curriculum is designed as competency-based, indigenous knowledge-focused, involving 21st-century skills, linking the curricula with the world of work, involving moral education, vocationalization of education, and digitalizing the curriculum as tenets of the reform. For this purpose, the general education learning areas (focus areas) include language, mathematics, natural science, social science, performing and visual arts, moral and citizenship education, health and physical education, information communication technology, and career and technical education.

The education structure of general education is also categorized into pre-primary, primary (Grades 1-6), middle level (Grades 7-8), and secondary education (Grades 9-12). Different learning competencies are designed across grade levels and to achieve these competencies various subjects are designed and presented in Table 1 below.

Table 1: List of subjects students are expected to learn at different grade levels

Pre-primary	Primary	Middle Level	Secondary
			Grades 9 &10
			Career & Technical Subjects (Grades 11 &12)
First language	First language	First Language	<u>Common Subjects</u>
Environmental Science	Federal language	A Federal Language	English
Personal & Social-Emotional Development	English Mathematics Environmental Science	English Mathematics General Science Social Studies	Mathematics Information Technology
Performing & Visual Arts	Moral Education Performing & Visual Arts	Citizenship Education Citizenship Education	Physics Biology Chemistry Geography History Citizenship Education Economics
Mathematics			Information Technology Agriculture <u>Area based Subjects</u> Manufacturing Construction Information Technology Health Agriculture
Health & Physical Education	Health Physical Education	& Performing & Visual Arts	Information Technology Health Agriculture
		Health & Physical Education Information Technology	<u>Social Science Common Subjects</u> English Mathematics Geography History Economics Information Technology
		Career & Technology Education	<u>Optional Subjects</u> A Federal Language Performing & Visual Arts <u>Area based subjects</u> Language & Social Science Business Performing & Visual Arts

 **Implications to teaching**

Understanding the intentions of the major reforms made in the general education curriculum will help teachers to properly analyze the reforms and execute them in their classroom teaching. By understanding the general education learners' profiles and general education learning areas learners are expected to take at different grade levels, this training has also implications for trainees to act accordingly in their specified subject areas.

 **Self-assessment activities**

1. What are the major reforms integrated into general education curriculum and subject(s) you are teaching?
2. What are the weaknesses of the old curriculum and the reasons for changing it into the new curriculum?
3. Criticize the new curriculum reform with suggestion for improvement.
4. What are the general education learners' profiles and general education learning areas learners are expected to meet after 14 years of learning?
5. What is the implication of learning about the reforms of the new general curriculum?

**Takeaway resources**

- MoE (2024). Special teacher training program package for general education. Ministry of Education.
- MoE (2023). The new general education curriculum framework. Ministry of Education.
- MoE.(2003).Teacher Education System Overall (TESO)Handbook. Ministry of Education, Addis Ababa.

Session 1.3: Competency-based curriculum and instruction**Session Introduction**

This session informs trainees about the concepts of competency-based curriculum and instruction, the focus areas of competency-based curriculum, and how to integrate and apply contextually appropriate knowledge, skills, and values about their learning experiences using competence-based instruction.


Session Objectives

After completing this session, trainees will be able to:


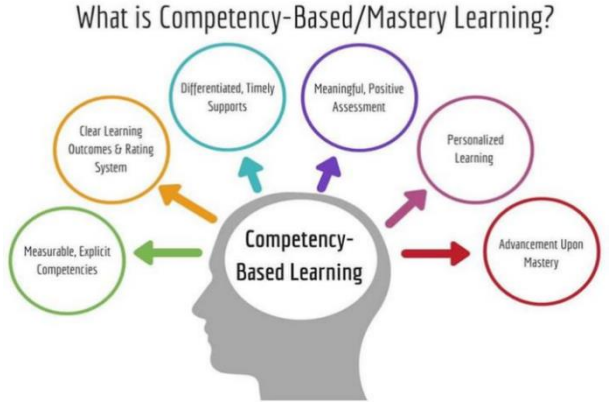
- define concepts of competency-based curriculum and instruction
- identify the focus areas of competency-based curriculum and instruction
- design competency-based instruction in their classroom teaching.
- integrate and apply experience-based and contextually appropriate knowledge, skills, and values using competency-based instruction.

Activities

Activity 1:

 Based on your past experiences, try to do the following activities individually, in pairs and small groups.

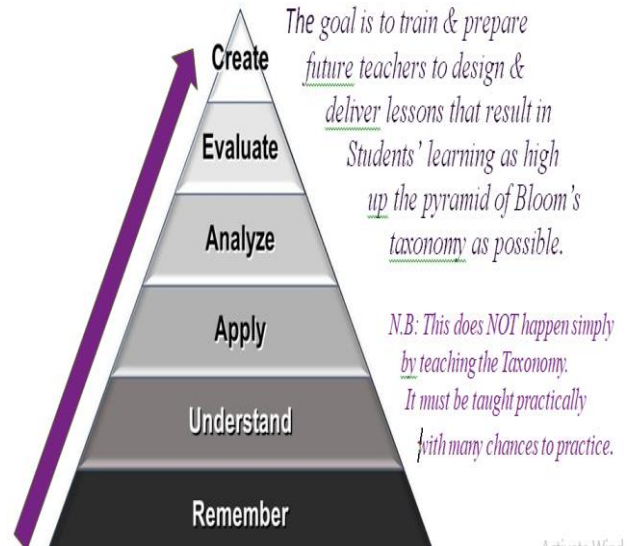
1. What is a competency-based curriculum? What are the focus areas of a competency-based curriculum?

	
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2. What makes competency-based curriculum different from the previous curriculum?
3. What core competencies (academic, practical & personal competence) can students learn from the formal curriculum of your subject and from the “real world”?

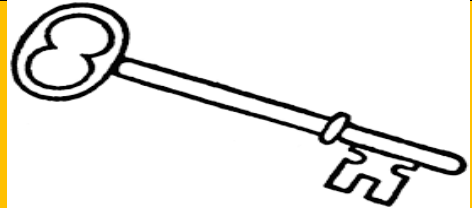
Activity 2:

1. What is holistic competence?
2. How can trainees gain holistic competence?
3. What do we want students to learn from your subjects academically, practically and personally?
4. Does this discussion of holistic learning & competencies align with your understanding of the aims of Ethiopia's new Competency-Based Curriculum?
5. How is the students' ability of creating, evaluating, analysing and synthesizing look like in every lesson you have delivered? What about teachers' competence to do these?



Key Ideas

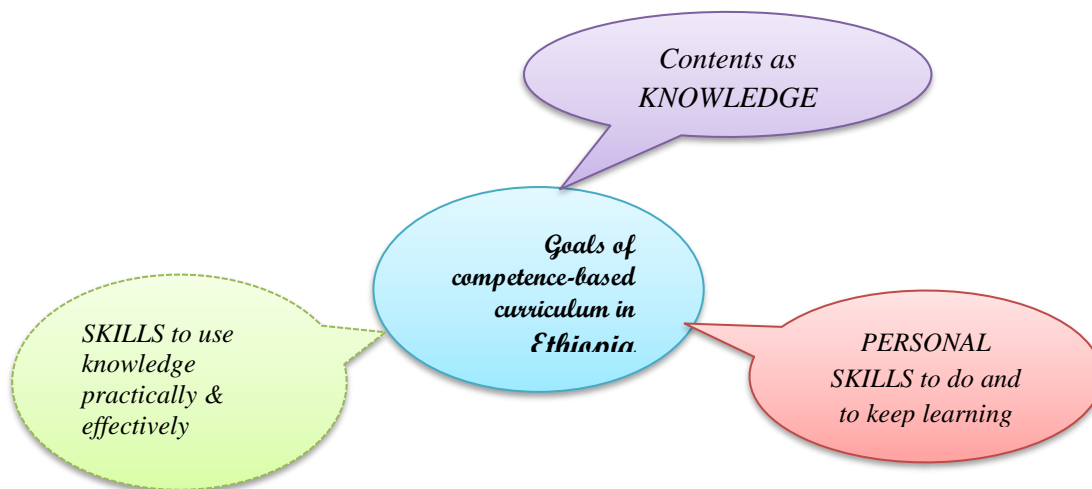
Education is the key to cultivating the knowledge & competencies to manage these challenges & capture the opportunities!



- *Competence* is the ability to integrate and apply contextually appropriate knowledge, skills, and psychosocial factors (e.g., beliefs, attitudes, values, and motivations) to consistently perform successfully within a specified domain.
- Competency-based education is a system in which trainees are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- A competency- based curriculum is an educational framework that focuses on the specific skills and abilities students need to acquire in order to demonstrate mastery of a subject or area of study. This approach priorities the outcomes and skills of learning – what students able to do.

Competency-based learning focuses on the demonstration of desired learning outcomes. It is concerned chiefly with a learner's progression at their own pace & depth.

It is similar to mastery-based learning, with the primary difference being a focus on observable skills while mastery learning may be academic, seeing concepts as skills. In this case, a kind of assessment conducted should be a meaningful, positive, empowering learning experience for students that yields timely, relevant, and actionable evidence and students receive timely, differentiated support based on their individual learning needs.

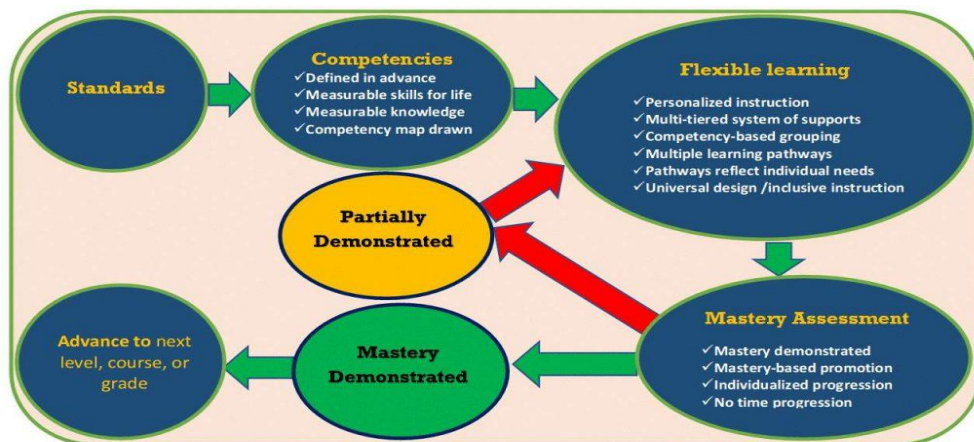


<ul style="list-style-type: none"> ☉ CBE shifts the focus from traditional time-based learning to a more mastery-oriented model. It is an educational approach focused on what students can do with the knowledge they acquire. ☉ Hence, in CBE, the major competencies students have to learn are academic competence, practical competence and personal competence. ☉ In simple terms, it's more about the 'show me' than the 'tell me' in learning. 	<h3 style="text-align: center;">Which Competencies Must Students Learn?</h3> <div style="text-align: center; border: 1px solid purple; padding: 10px;"> <p style="font-size: small; color: purple;">All students must learn:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center; border: 1px solid purple; padding: 5px;"> <p>TO KNOW</p> </div> <div style="text-align: center; border: 1px solid purple; padding: 5px;"> <p>TO DO</p> </div> <div style="text-align: center; border: 1px solid purple; padding: 5px;"> <p>TO BE & TO BE TOGETHER</p> </div> </div> <p style="font-size: small; color: purple; margin-top: 10px;"><u>Students learn ...</u></p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> <div style="width: 30%;"> <p>... core knowledge & competencies from the formal curriculum & from the "real world"</p> </div> <div style="width: 30%;"> <p>... to use their knowledge & skills practically, which improves their core learning</p> </div> <div style="width: 30%;"> <p>... personal skills & behaviors to use their skills & knowledge well & to keep learning</p> </div> </div> </div>
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Aspect	Competency based education	Traditional Learning
Focus	Mastery of specific skills and competencies.	Time spent learning and course completion.
Pace of Learning	Self-paced; students' progress upon mastering topics.	Structured around semesters or terms.
Assessment	is based on demonstrating proficiency in each subject.	Often based on tests, homework, and attendance.
Progression	Students advance after achieving mastery.	Students advance with their cohort by age or grade level.
Curriculum	Flexible and personalized learning to meet student needs.	Standardized and uniform for all students.
Learning Style	Accommodates individual learning styles and needs.	Generally, one-size-fits-all approach.
End Goal	Developing real-world skills and knowledge.	Completing the prescribed curriculum.
Role of Instructors	Facilitators of learning, adapting to student needs.	Often deliverers of content in a set format.

Principles of competency-based education

Competency-Based Education (CBE) is built on six foundational principles that guide its implementation and effectiveness.



 **Implications to teaching**

Applying competence based education will help trainees to develop the necessary knowledge, skills, and attitudes from their learning experiences. It will empower trainees to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning. This session also aware of trainees on the assessment practices to be conducted should be a meaningful, positive, empowering learning experience for students that yields timely, relevant, and actionable evidence and differentiated support based on their individual learning needs. It will also assist students to develop core academic, practical and personal competencies.

 **Self-assessment activities**

1. What is competence based curriculum? What about competence based instruction?
2. What are the focus areas of competence based curriculum and instruction?
3. What are the core competences students are expected to develop in competence based instruction?

 **Takeaway resources**

Levine, E. & Partic, S. (2019). What Is Competency Based Education? An Updated Definition. Vienna, VA: Aurora Institute. Content in this report is licensed under a Creative Commons Attribution 4.0 International license.

Unit Two: Teaching, Learning, and Quality Teachers (8 hrs.)

Unit Introduction

The unit deals with reconnoitering the concepts of teaching, learning, the qualities of effective teaching-learning, the foremost knowledge areas of teachers, and the qualities of ideal or exemplary teachers. Moreover, the unit describes the major active learning strategies and teachers' practices and misconceptions of active learning. As teachers are the cornerstones of students' learning, this unit also highlights the roles of the teachers and students in the active learning processes. Creating cognizance to trainees on applying indigenous knowledge in schools based on students' learning experiences (using experiential learning), linking indigenous knowledge practices with modern education, specifically with the 21st century skills as well as **indigenizing the modern** is also the intention of the unit.

Key Topics

- 🎯 Session 2.1: Quality teachers and professional attributes
- 🎯 Session 2.2: Teaching, learning and qualities of ideal teachers
- 🎯 Session 2.3: Active learning strategies
- 🎯 Session 2.4: The roles of the teacher and students in active learning
- 🎯 Session 2.5: Experiential learning and inclusion of indigenous knowledge

Unit Objectives

After completing this unit, trainees will be able to:

- Understand the qualities of ideal or effective teachers
- Analyses the different professional attributes and standards of general education teachers
- Recognizes the TPACK of teachers and other knowledge areas
- Understand the different active learning strategies to address learning diversity.
- Apply the various active learning strategies in their classroom teaching.
- Differentiate the roles of students and teachers in active learning

-
- Integrate experiential learning and inclusion of indigenous knowledge in the curriculum
 - *Appreciate the values of indigenous knowledge for students' learning.*

Session 2.1: Quality teachers and their professional attributes

Session Introduction

This session introduces trainees to the characteristics of quality teachers and the major professional attributes or knowledge areas of quality teachers. Furthermore, trainees will be acquainted with the different knowledge areas: subject content knowledge, pedagogical knowledge, technological knowledge and the technological-pedagogical-content knowledge (TPACK), knowledge of the curriculum, knowledge of learners, and knowledge of assessment.



Session Objectives

After completing this session, trainees will be able to:

- Understand the characteristics of quality teachers
- Identify the major professional attributes or knowledge areas of quality teachers
- Apply a variety of content and pedagogical knowledge in their teaching.
- Apply technological pedagogical content knowledge in their teaching lessons.
- Use technology to facilitate learning



Activities

Activity1.



Based on your past experiences, try to do the following activities individually, in pairs, and small groups.

1. As a teacher, try to independently identify one model school teacher and one ineffective teacher you have knowing so far. Then, list at least four unique characteristic of the effective teacher that made effective and the ineffective teachers that made ineffective.

Characteristics of an effective teacher	Characteristics of ineffective teacher
<ul style="list-style-type: none">• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____

2. Together with your peer, try to list the major qualities you both peer members mentioned. After doing this, dear trainer, group the trainees into five and allow them to discuss and list exhaustively their qualities in a flip chart and post it over the wall. Other groups have to do the same.
3. Using brainstorming, list the characteristics of quality teachers all trainees mentioned and agreed upon.
4. Finally, try to give chances for a few individual trainees, to evaluate which qualities they have and which qualities they are missing. After concluding this activity, try to proceed to the next activity.

Activity 2



On the other hand, quality teachers are expected to have different professional attributes. Thus, dear trainer, try to form a group of three trainees and guide them to list their answers to the following two questions and reflect on other groups.

1. Do you know about the Ethiopian teachers professional standards and/or the professional attributes of teachers?
2. What are the major professional knowledge, professional practice, and professional engagement areas an ideal teacher should have?
3. Assess yourself and teachers in your school from those attributes using the following table.

<p>1. Professional knowledge areas:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Professional practice areas:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Professional engagement areas:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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4. Prepare action points that can lead you and teachers in your school toward professional standards/attributes set by the Ethiopian Ministry of Education.

Activity 3



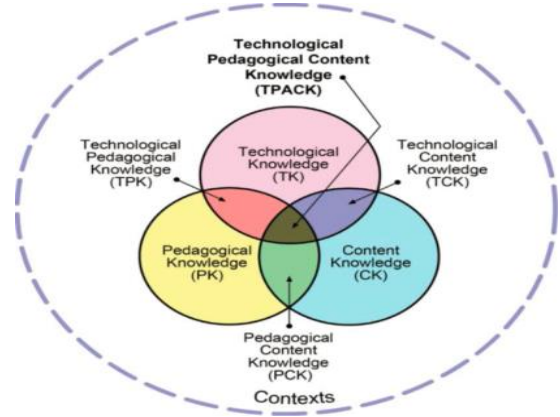
Dear trainer, try to facilitate trainees to reflect on their practices individually for the following questions.

1. Before starting a lesson, do you know your students properly? What readiness, interest, learning profiles, behaviors, strengths, and weaknesses do they have?
2. How do you know whether students have prior knowledge about the lesson you are teaching or not and what new lesson are you planning to teach them?
3. How good are you in your subject matter knowledge? What about your pedagogical and technological knowledge to teach your subject?
4. Figure 3 below is about the TPACK of teachers and other knowledge areas. So, in a group of four, try to discuss their knowledge areas of the TPACK model and their gaps. Based on the group representative, they have to report which knowledge areas they have, what gaps they have, and what should be done to fill their gaps. Ask also trainees what other knowledge areas they have other than TPACK.

Figure3. Teachers’ TPACK and other knowledge areas

Teachers’ TPACK:

- Knowledge of the subject matter
- Pedagogical knowledge
- Technological knowledge
- Pedagogical content knowledge
- Technological pedagogical knowledge
- Technological content knowledge
- Technological pedagogical content knowledge (TPACK)



Other knowledge areas:

- Knowledge of learners
- Knowledge of learning
- Knowledge of curriculum & subject matter
- knowledge of assessment
- Adaptive, reflective, inquiry & curriculum design skills, etc.

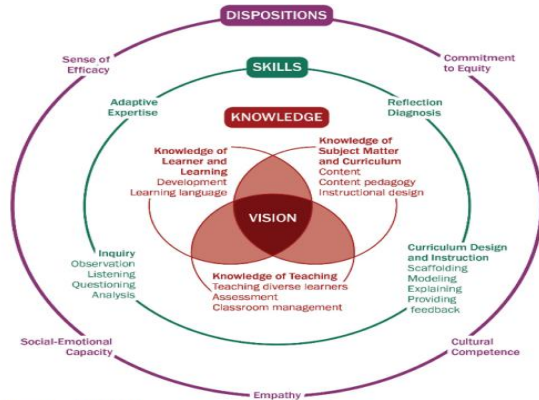



Figure 1. The "What" of Teacher Education.

Activity 4

 Dear trainer,

1. Devise three or four questions to learn about your trainees on their professional practice and professional engagement. You may include questions about the following:
 - How good are teachers in developing and using lesson plans?
 - The needs or expectations they bring to the class
 - Their knowledge of assessment
 - Their attitudes about creating a safe and conducive classroom environment for students.
 - Their knowledge of their students and experiences students have had relevant to the subject matter.
 - Their professional engagement individually and in groups (their practice in CPD).

2. Divide trainees into trios or quartets. Give each trainee one of each of the assessment questions you have created. Ask him or her to interview the other trainees in the group and obtain answers to his or her assigned question.
3. Convene in subgroups all the trainees who have been assigned the same question. For example, if there are 18 trainees, arranged in triads, 6 of them will have been assigned the same question.
4. Ask each subgroup to pull their data and summarize it. Then ask each subgroup to report to the entire class what they have learned about one another. After concluding these activities, try to proceed to the next session.



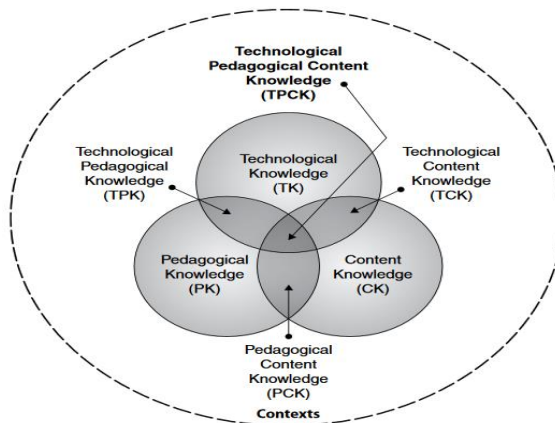
Key Ideas

As mentioned in the introduction part, the draft General Education Curriculum Framework for Teacher Education in Ethiopia (MoE, 2023) provided a list of fourteen competencies to be developed by Ethiopian school teachers. Besides, the Framework provides a list of seven teachers' professional standards categorized under three domains (professional attributes) of teaching: professional knowledge, professional practice, and professional engagement.

Domains of Teaching	Standards
Professional Knowledge	<ul style="list-style-type: none"> ▪ Know students and how they learn ▪ Know the content and how to teach it
Professional Practice	<ul style="list-style-type: none"> ▪ Plan for and implement effective teaching and learning ▪ Create and maintain supportive and safe learning environments ▪ Assess, provide feedback and report on student learning ▪ Integrate ICT to support the teaching and learning
Professional Engagement	<ul style="list-style-type: none"> ▪ Engage in professional learning ▪ Engage professionally with colleagues, parents/care givers and the community

The whole purpose of the present short-term training is, therefore, to contribute towards teachers' authentic achievement of these standards so that they would be in a position to effectively implement the reformed curriculum.

On the other hand, for the effective teaching learning process, teachers' integrated pedagogical, content and technological knowledge also called 'Technological-Pedagogical-Content- Knowledge (TPACK) is vital.



Implications to teaching

Recognizing the characteristics of quality teachers, major professional attributes (professional knowledge, professional practice and professional engagement) of quality teachers will help trainees to apply such quality attributes in their classroom teaching. This training will also assist trainees to apply technological pedagogical content knowledge (TPACK) in their future teaching.

Self-assessment activities

After receiving this training, trainees are expected to examine themselves about the characteristics of quality teachers. They should also ask themselves about the major professional attributes or knowledge areas of quality teachers and judge which knowledge area is missing. They also check how they are applying the TPACK in their classroom teachings and analyze their identified gaps.

Takeaway resources

- Koehler, M. J., & Mishra, P. (2008). Introducing TPACK In J. A. Colbert, K. E. Boyd, K. A. Clark, S. Guan, J. B. Harris, M. A. Kelly & A. D. Thompson (Eds.), Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators (pp. 3-30). New York: Routledge.
- Koh, J., Chai, C., & Tsai, C. (2010). Examining the Technology Pedagogical Content Knowledge of Singapore Pre-service Teachers with a large-scale survey. *Journal of Computer Assisted Learning*, 26(6), 563-573.
- The Federal Democratic Republic Ministry of Education, General Education Curriculum Framework for Teacher Education, August 2023, Addis Ababa.

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- Silberman, M. (1996). Active Learning: 101 Strategies to Teach any Subject. Temple University. Allyn & Bacon.
 - MoE(2012). National Professional standard for Ethiopian school teachers Old). Addis Ababa.
 - MoE (2023) The [New General Education Curriculum Framework for Teacher Education, August 2023, Addis Ababa.

Session 2.2: Teaching, learning, and teacher quality

Session Introduction

As new standards for student learning have been introduced across the globe, greater attention has been given to the effective teaching-learning processes and the role that teacher quality plays. Evidence suggests that better-qualified teachers may make a difference in student learning at the classroom, school, and district levels. Consequently, this session helps trainees acquire the concepts of teaching, learning, teaching characteristics and principles, and effective teaching-learning processes. Moreover, trainees will be exposed to the qualities of ideal teachers and how they will act as ideal teachers.




Session Objectives

After completing this session, trainees will be able to:

- Define what teaching is properly
- Realize the concepts of learning based on different theories
- Identify the characteristics and principles of teaching
- Make aware of the qualities of ideal teachers that are appreciated by their students and the community.
- Demonstrate the major characteristics of ideal teachers in their classroom teaching.

 **Activities****Activity 1:**

 In an adult-based active training process, trainees should have been also in a *searching* mode rather than a *reactive* one. That is, they are looking for answers to questions either posed *to* them or posed *by* them. Thus, based on your teaching experiences, you are expected to answer the following questions.

1. What is teaching based on the behaviorist, cognitivist, and constructivist views?
2. What is learning based on the behaviorist, cognitivist, and constructivist views?
3. Based on the above questions of #1 & 2, which definitions of teaching and learning works best? Justify also why.
4. In theory we are preaching the constructivists' thoughts but our classroom practice teaching (planning, teaching, and assessment) is still highly behaviorist. Argue on this issue and reflect on your views.
5. When do you think you effectively taught your students and students are better learned?
6. What is effective teaching? What are the characteristics and principles of effective teaching?
7. When you were a primary, secondary, or tertiary level student, you had teachers whom you liked or disliked most. What were the likes of your previous teachers? Also, what were the dislikes?
8. Could you mention the qualities of ideal and exemplary teachers? Based on those exhaustively mentioned qualities by individual teachers/ group members, try to evaluate yourself and reflect on the group which qualities you have most and which qualities you are missing.

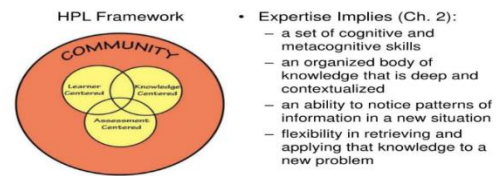
 **Key Ideas**

Although different theories view knowledge, teaching, learning, and education differently, education at all levels is about acquiring *knowledge, skills, and attitudes*.

- ☉ Cognitive learning (knowledge) includes the gaining of information and concepts. It deals not only with comprehending the subject matter but also creating, analyzing, synthesizing, and applying it to new situations.
- ☉ Behavioral learning (skills) includes the development of competence in students' ability to perform tasks, solve problems, and express themselves.
- ☉ Affective learning (attitudes) involves the examination and clarification of feelings and preferences. Trainees are involved in assessing themselves and their relationship to the subject matter. How knowledge, skills, and attitudes are acquired makes all the difference in the world.



How People Learn (HPL)



Bransford, Brown & Cocking. 1999. *How people learn*. National Academy Press.

- In sum, teaching in behaviorists is focused on modifying or shaping student behavior through reinforcement and repetition/practice. So, drills, practice exercises and the use of rewards and consequences are often included. Similarly, teaching on the cognitivists focuses on understanding how learners process, store and retrieve information. Emphasis is given on mental processes (thinking, memory, knowing, & problem solving), active learning, scaffolding, use of prior knowledge, metacognition, & organized instruction, assessment and feedback. Teaching by the constructivists is a process of facilitating active construction of their own understanding and knowledge.
- On the other hand, learning by behaviorists is viewed as a relatively permanent change in behavior. This perspective emphasizes the role of external stimuli rather than internal mental states. Conditioning (classical & operant), observational learning are key principles. Cognitive learning theory also focuses on the internal mental processes involved in learning rather than observable behaviors. It focuses how people understand, process, and store information. Learning by constructivists centers around the idea that learners actively construct their own knowledge and understanding through experiences and interactions with the world (knowledge is not passively received).

Implications to teaching

Understanding the views of different theorists (behaviorists, cognitivists, and constructivists) properly will help trainees devise the directions of teaching and their students' learning accordingly and design intervention mechanisms. After gaining lessons about the effective teaching-learning processes and the qualities of ideal teachers, they will try to evaluate themselves and act as ideal teachers in their careers.

Self-assessment activities

After receiving this training,

- trainees will evaluate themselves on how they conceptualize teaching and learning based on the behaviorists, cognitivists, and constructivists' views and justify which definitions are working for the current teaching-learning process.
- They also ask themselves what effective teaching is, its characteristics, principles, and major categories of effective teaching.
- Identify the likes of ideal and exemplary teachers and evaluate themselves in line with those parameters.

Takeaway resources

- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *The Education Policy Analysis Archives*, 8(1),1-44.
- Schleicher, A. (2016). Teaching excellence through professional learning and policy reform: lessons from around the world, international summit on the teaching profession, OECD Publishing, Paris. [doi: org/10.1787/9789264252059-en](https://doi.org/10.1787/9789264252059-en)
- Silberman, M. (1996). Active Learning: 101 Strategies to Teach any Subject. Temple University. Allyn & Bacon.

Session 2.3: Active Learning Strategies

Session Introduction

This part of the session deals with the conceptions and misconceptions of active learning. It also refers to the identification as well as application of the various active learning strategies in their classroom teaching and creating safe and favorable conditions for the active involvement of students in the lesson.

Moreover, trainees are required to conduct micro-teaching in a certain less of their subject area using active learning strategies. The session also highlights the roles of students and teachers during the active learning process.

Session Objectives


After completing this session, trainees will be able to:

- Compare and contrast the teacher-centered approaches with student-centered (active learning)
- Define the term active learning
- Identify the different active learning strategies
- Analyze the different case scenarios.
- Understand the misconceptions of active learning
- Use the various active learning strategies in their classroom teaching
- Create favorable conditions for the active involvement of students in the lesson
- Appreciate the active engagement of students and teachers in the active learning process
- Conduct microteaching using different active learning strategies.
- Identify the roles of students and teachers during the active learning process.

Activities


Dear trainer, given are the following activities. To brainstorm information about the conceptions and misconceptions of active learning, guide trainees to do the following activities individually and in groups.

Activity 1:

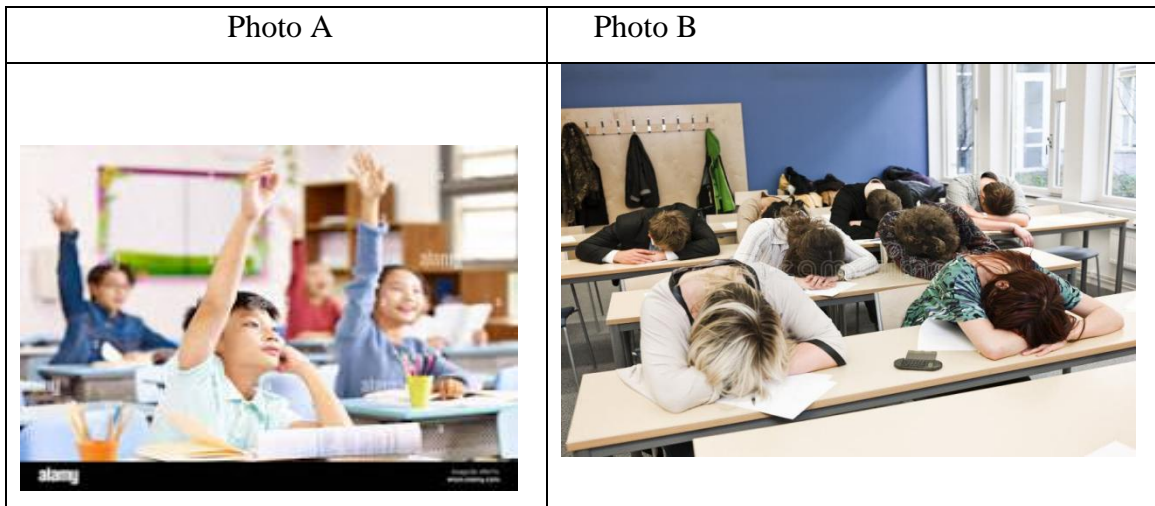
 Dear trainer, an ice-breaker activity, before you discuss the direct concepts of active learning, try to convey the following proverbs to trainees and ask for their reflections about it.

<p>Ice breaker activity</p> <p>1. What do you understand from the proverbs given?</p> <ul style="list-style-type: none"> • State the information in your own words • Give examples of it. • Make use of it in various ways • Foresee some of its consequences. • State its opposite or converse. 	<p>There is a proverb by the Chinese, which says:</p> <p><i>“I hear, I forget;</i> <i>I hear and see, I remember a little;</i> <i>What I hear, see, and ask questions about or discuss with</i> <i>someone else, I begin to</i> <i>understand;</i> <i>What I hear, see, discuss and do, I acquire knowledge & skill;</i> <i>What I teach to another, I master.”</i></p>
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Activity 2:

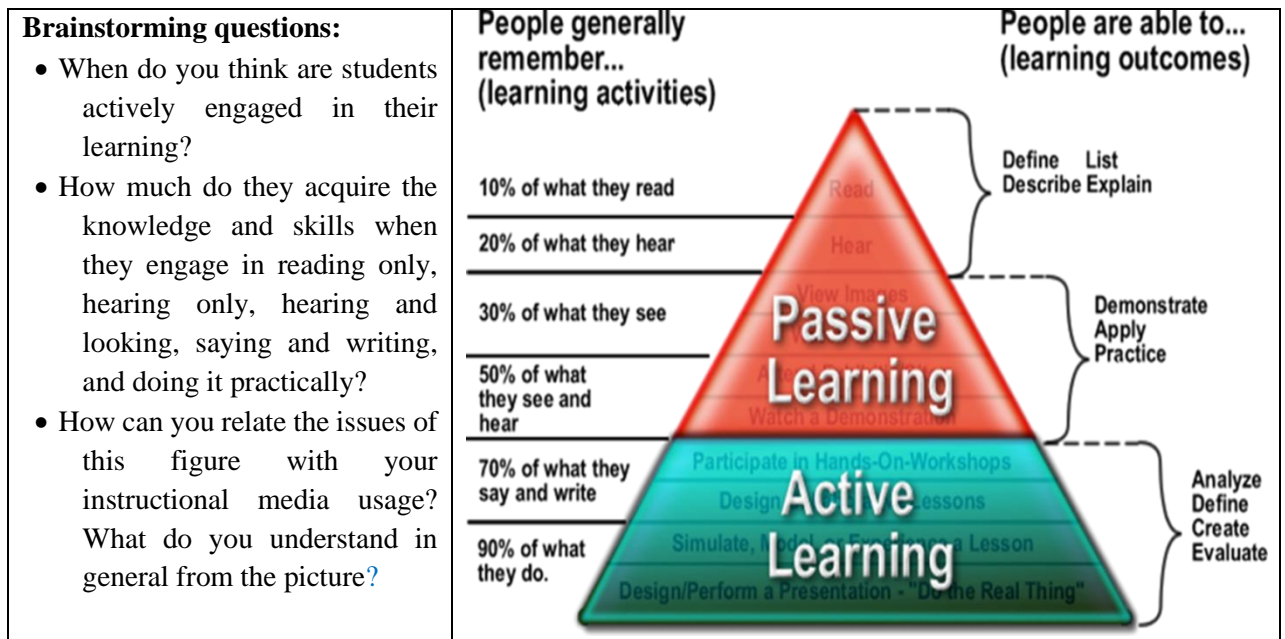
 Dear Trainer, after you brainstormed the reflections of trainees based on the above proverbs, group trainees into four and facilitate them to discuss the following questions.

1. What makes teacher-centered teaching different from the learner-centered approach?



2. What do you understand from the above pictures about teacher-centered and student - centered approaches to instruction? Why do differences in Photo A and Photo B happen? And what kind of impact it has on the life and learning of a student?
3. What is active learning? What makes learning “active”? How do teachers prepare students active from the start? Why is it necessary to make learning active? How do they help students acquire knowledge, skills, and attitudes... actively? And how do they make learning unforgivable?

4. Does your reflection on the above question #3 ensure that we don't need teacher teacher-centered approach? Why? Or why not?
5. When do you think students are actively engaged in their learning? Just try to show trainees the following figure and try them to argue in favor or against the figure based on their prior experience.



6. In active learning, who is active – students or teachers? What are the roles of students and teachers in active learning?

Activity 3. Case-based contrasting scenarios.

Described in the table below are the following two lessons (*Mr. Shaw's Lesson & Mr. Hammond's Lesson*). Dear Trainer, try to group trainees and motivate them to read the two lessons and after that, they have to compare the two and answer questions 1-6 given below.

Two contrasting lessons of a pendulum by two teachers

Mr. Shaw's Lesson

Mr Shaw enters the classroom and 'Today' he announces, 'we are going to study the pendulum.'

He begins by showing the class a pendulum and demonstrating that the time for one swing depends on its length. He says: 'Look, if I increase the length, it swings more slowly'. He then gives each pair of students a length of string, a weight, a stopwatch, and some graph paper. 'One person is to swing the pendulum, the other is to time 20 swings. One swing means going forward and back. Open your textbook and turn to page 43. Copy out and complete the table and follow the instructions carefully.'

Students notice that this page shows a diagram of the pendulum and underneath, a table with spaces for them to enter their data. The top row is labeled 'length of the pendulum in centimeters', and the second row: is 'time for 20 swings in seconds'. Below this is some blank graph paper, with axes drawn showing



Mr. Hammond's Lesson

Mr. Hammond enters the classroom and shows students some photographs of old pendulum clocks. He asks, 'Have you ever seen clocks like these?' and, 'What do you know about them?' Then, he demonstrates two pendulums made out of string. 'Watch these carefully. Write down anything you notice and any questions that occur to you.'

First come the observations: 'One is longer'. 'The longer one swings more slowly', 'They are slowing down. 'Then, the questions start flowing: 'Can we make a clock?' 'How long does it take to swing once?' 'Can we make a timer?' They spend some time discussing these and other questions. They try to be more specific about what the questions mean: 'What exactly does one swing mean?'

Mr. Hammond then asks the class to try to construct a pendulum with a back-and-forth swing time of exactly one second. He asks the class to collect any equipment they may need from a supply at the back of the room that includes string, drawing pens, stopwatches, rulers, pencils and 2mm graph paper.

The students begin using trial and error; adjusting the length and timing again and so on. Mr. Hammond allows this to continue for a few minutes. Kevin claims to have completed the task, but when two other students check his work, they find it is not very accurate; it swings nearly 11 times every ten seconds. They claim that it is too short.

'Can you think of a better way, a more accurate way of making the pendulum?' Colin answers, 'If you make a long pendulum and time it to see how long it takes to swing, then if it takes, say, two seconds, you could measure the length of it and divide by two to get the length you need.' Mr. Hammond agrees that this sounds like a good idea and invites Colin to try it.

Colin makes a pendulum one meter long and times it over ten swings to find out how long one swing would take. He finds that it takes almost 20 seconds, so he says that one swing must take two seconds. He halves the length of his pendulum and tries again. To his surprise he finds that it takes about 15 seconds, so one swing takes 1.5 seconds. He is puzzled, 'This doesn't seem logical.'

'So what do we do now?' asked Mr. Hammond. 'How can we find out how the length affects the swing time?' 'There is a long pause. Perhaps prompted by the availability of the graph paper, one student suggests using a graph of swing time against length. Others agree. The students then get to work. They decide for themselves what scales to use. 'We'll need to get some more results because it won't be a straight

‘length in centimeters’ labeled zero to 125 on the horizontal axis and ‘time for 20 swings in seconds’ labeled zero to 50 on the vertical axis. Below the graph are a series of instructions and questions: ‘Plot a graph of your data for lengths 50 cm, 75 cm, 100 cm, & 125 cm. Use your graph to find the length of a pendulum that takes one second to swing back and forth.’

The students work diligently through the activity. Rarely, does a student raise their hand and ask such things as, ‘Is this right? Should this line be straight?’ The teacher tells students to check their work by repeating the experiment three times for each length and plotting the average of their results. Towards the end of the lesson, the teacher explains what the graph should look like and checks that students have arrived at the correct answer for the one-second pendulum. Some have, and they are congratulated.

line,’ says Susan. ‘How do you know?’ asks another. ‘Because the 50 cm one would have swung once every second, but it was 1.5 seconds’, answers Susan.

The students construct further pendulums of different lengths and draw graphs. They produce curves and from this, they interpolate to find that for a one-second pendulum, the length of the string should be about 25 cm. They check this by making the pendulum & are happy to find it works.

The teacher concludes the lesson by asking students to present their reasoning to the whole class.

Source: PRIMAS 2013

Questions:

1. What are some of the differences between the two lessons described in the table below?

Mr Shaw's Lesson

- _____
- _____
- _____
- _____

Mr Hammond's lesson

- _____
- _____
- _____
- _____

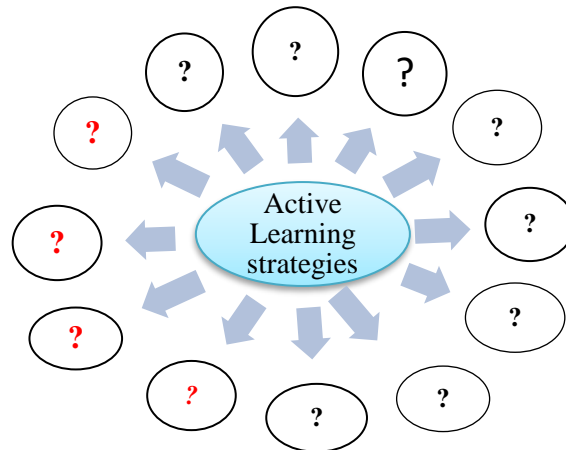
2. Which lesson do you think is more powerful? Why?
3. What are the strong and weak sides of Mr Shaw and Mr Hammond?
4. What type of teaching methods were the two teachers employing?
5. What is inquiry-based learning?
6. Why inquiry-based learning needed?

Activity 4



Dear trainer, try to facilitate trainees to do the following questions.

1. List individually at least *ten* of the major active learning strategies you know and apply frequently in your classroom teaching in your notebook.
2. Group the trainees into four and try to exhaustively mention in a flip chart those active learning strategies group members know and let them post on the wall. Let other groups do the same.
3. After all the flipcharts are posted, try to create a gallery walk for all groups, and as a bus stop method, try to add using a Parker the missing active learning strategies in the other group members' flipcharts. Finally, order the group members to identify the added active learning strategies.
4. After you check that various active learning strategies are listed, ask them also to discuss in groups how each active learning strategy is used or applied for a given lesson and also identify the nuts and bolts of each active learning strategy to be used.



Activity 5: Active learning strategies and how they work

Group the trainees into 4 and assign them randomly to the four groups and motivate them to discuss how the different active learning strategies mentioned in each group work, their purposes, and procedures. Finally, select randomly one trainee from every group member and allow him/her to present the results to the wider class.

Group 1

Jigsaw discussion
Brainstorming
Inquiry-based learning
Classification
Demonstration
Storytelling
Cooperative learning

Group 2

Hot seating
Balloon gaming
Future wheel method
Mind mapping
Crossover grouping
Problem-solving

Group 3

Discovery learning
Spider diagrams
Diamond ranking
Debate
Gapped lecture
Field visit
Flipped classroom

Group 4

Gallery walk
Action research
Matching exercise
Picture analysis
Project method
Goldfish bowl

Activity 6: Micro teaching.



Dear trainer, to check the practical applications of active learning strategies for the given lesson, trainees need to conduct micro-teaching based on activity 6 below.

MICRO-TEACHING



Activity 6: Microteaching

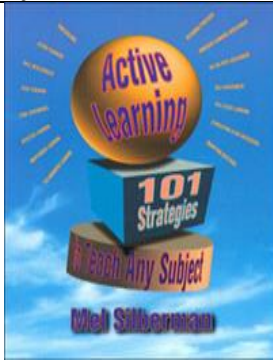
Select one topic or lesson in your subject area (English, mathematics, physics, chemistry, or others) design a lesson plan for 10-15 minutes of micro-teaching, and conduct micro-teaching using active learning strategies following TPACK model.



Here, after the micro-teaching, ask trainees what strong sides and areas of improvement they observed in the lesson plan development and micro-teaching they



Key Ideas

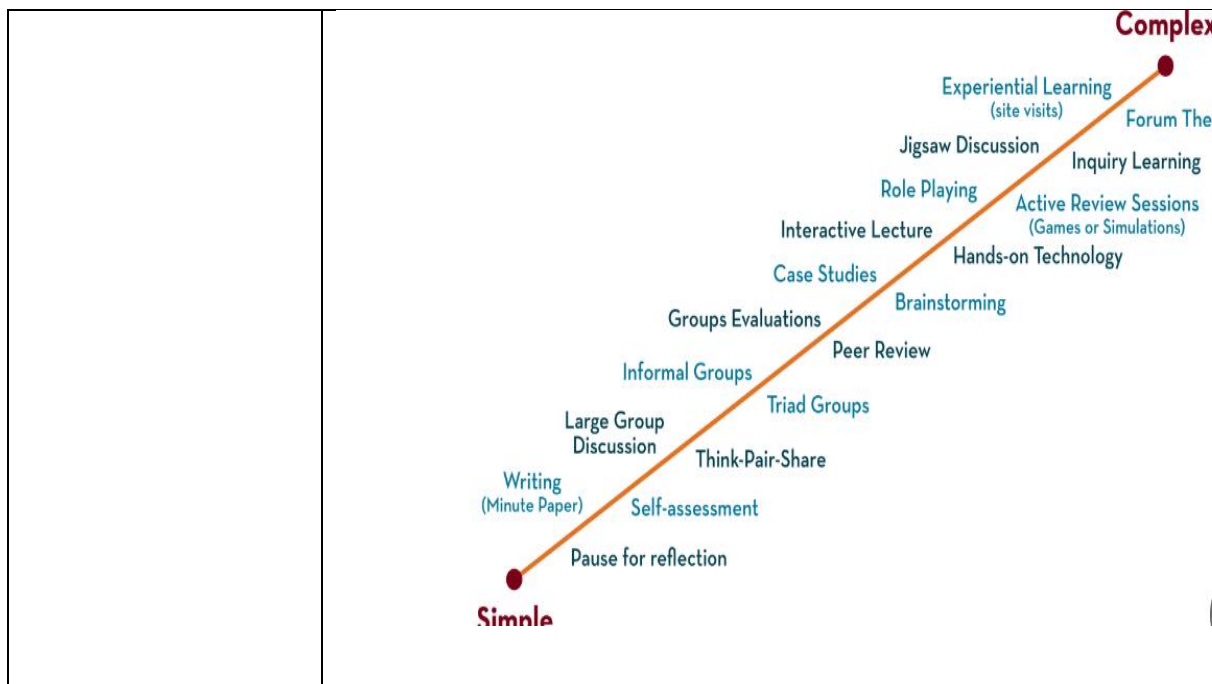


☞ Active learning is any approach to instruction in which all students are asked to engage in the learning process. Teachers should demonstrate reflective practices in front of the class and students are required to participate in meaningful learning activities and think about the things they are engaged in.

☞ Although it is time-consuming, active learning is superior to “traditional” lectures for the following reasons: (i) improves knowledge retention, (ii) achieves deeper understanding, and (iii) encourages self-directed learning.

☞ Active learning refers to the active involvement of BOTH the learner and the teacher on different learning tasks.

Active learning refers to a broad range of teaching strategies which engage students as active participants in their learning during class time with their teacher. Typically, these strategies involve some number of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like minute writing, pair discussions, to longer, involved activities or pedagogical frameworks like



A variety of *active learning strategies* that can be applied to teach different lessons depending on the own contexts include the following:

<ul style="list-style-type: none"> ○ Action research ○ Active listening ○ Balloon gaming ○ Brainstorming ○ Bus stop ○ Buzz group ○ CAF (Consider All Factors) ○ Case studies ○ Competitions ○ Comprehension activities ○ Cooperative learning ○ Creative writing ○ Crossover groups ○ Debate ○ Demonstration (formal/informal) ○ Drama ○ Drawing pictures, maps, graphs ○ Discovery learning 	<ul style="list-style-type: none"> ○ Gallery walk ○ Gapped lecture ○ Goldfish bowl ○ Hot seating ○ Ice breaker/ starter activity/ warm-up ○ Independent work ○ Interviews ○ Investigation ○ ICT use ○ Inquiry method ○ Jigsaw groups ○ Making models and resources ○ Mastery learning – ‘practice makes perfect’ ○ Matching exercises ○ Microteaching ○ Mind map (sometimes called concept map) ○ Newspaper or radio reporting 	<ul style="list-style-type: none"> ○ Quiz ○ Ranking tasks (including diamond ranking) ○ Reflection ○ Research ○ Roleplay ○ Scenario analysis ○ Self-assessment ○ Small group discussion ○ Spider diagram (similar to mind map, can be used to record results of brainstorming) ○ Stimulus material ○ Storytelling ○ Target setting ○ Thought bubbles ○ Visits, etc.
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<ul style="list-style-type: none"> ○ Evaluation of lesson/program ○ Experiment ○ Fieldwork ○ Flashcards ○ Future Wheel (also called consequence wheel) ○ Games 	<ul style="list-style-type: none"> ○ Pair discussion ○ Peer assessment ○ Picture analysis ○ Portfolio development ○ Presentation ○ Problem-solving ○ Project work ○ Pyramiding ○ Questioning ○ Question and answer 	
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Implications to teaching

Providing training on active learning sessions will assist trainees in supporting students to engage in their learning by doing, i.e., thinking, discussing, investigating, and creating. It will also help trainees to engage their students to practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. It will also help trainees to motivate and guide their students to construct their knowledge and understanding and participate in their own learning experience, via practical activities such as independent investigation and problem-solving. Here, the focus is centered on students as they take an active and engaged role in learning.



Self-assessment activities

1. What is active learning for you?
2. What major differences have you analysed between Mr. Shaw's and Mr. Hummond's lessons in teaching pendulum?
3. What are the misconceptions about active learning?
4. What are the different active learning strategies?
5. Explain how you apply the various active learning strategies in their classroom teaching
6. What strengths and weaknesses have you identified from the microteaching sessions conducted by different teachers?
7. What are the roles of students and teachers during the active learning process?



Takeaway resources

- Bonwell, C., & Eison, J.(1991). Active Learning: Creating Excitement in the Classroom. *ASHE ERIC Higher Education Report No. 1*: The George Washington University, Washington, DC.
- Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*,93(3),223–231. <https://doi.org/10.1002/j.21689830.2004.tb00809.x>
- Silberman, M. (1996). Active Learning: 101 Strategies to Teach any Subject. Temple University. Allyn & Bacon.
- Van Amburgh, J., Devlin, J., Kirwin, J., & Qualters, D. (2007). A Tool for Measuring Active Learning in the Classroom. *American Journal of Pharmaceutical Education*, 71(5).

Session 3.4: Experiential learning and inclusion of indigenous knowledge

Session Introduction

This resource provides an overview of experiential learning, a process where students learn through hands-on experiences and reflection. It explains how experiential learning works, highlighting the integration of knowledge, activity, and reflection. It gives examples of various forms of experiential learning. It also highlights the concepts of indigenous knowledge and indigenous knowledge areas and practices in Ethiopia.



Session Objectives

After completing this session, trainees will be able to:

- Define experiential learning and its cycles.
- Explore the experiential knowledge and indigenous knowledge practices of trainees.
- Relate the daily lessons with the prior experiences or experiential learning of students.
- Synthesize the indigenous knowledge with the knowledge of books
- Apply inclusion of indigenous knowledge in their classroom teaching
- Link the indigenous knowledge with 21st-century skills.

Activity 1

Dear trainer, as an ice-breaker activity try to raise for trainees the following questions and allow them to reflect their views individually, with peers, and in small groups.

1. Are students coming to school without knowledge and skills gained through life experience?
2. How does the local community construct huts or shelters, churches, mosques, temples, castles, tombs, etc.?
3. How the indigenous people are controlling soil erosion?
4. How the indigenous communities are preparing alcohol like 'Tej', 'Tela', 'Katikala', 'Borde', and other soft drinks? How are they also baking 'Injera', bread, 'Kocho and Bulla', and cooking 'Doro wat' and others? Reflect at least the processes of preparing these.
5. How do the local communities cultivate crops, rear, and adapt different animals?
6. What local medicines are you familiar with in your areas and for what purpose are they used?
7. What can the local community do to save a person heated by thunder?
8. What does the state of arbitration look like in our local communities?

Activity 2:


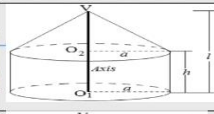

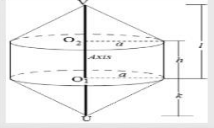
After brainstorming information from the above activities, the trainer is required to offer the following questions to trainees and arrange for them to discuss in groups for about 10-15 minutes.


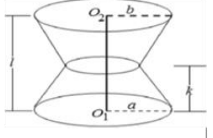

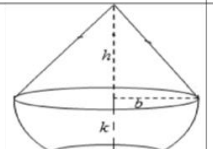
1. Mention various indigenous knowledge areas which encompass customs, traditions, traditional ecological knowledge, spiritual beliefs, and local language in your areas and contexts that are related to your subject matter and share with your colleagues how it works.
2. How does the integration of indigenous knowledge in the curriculum look like?
3. What is your opinion on integrating and applying indigenous knowledge with 21st-century skills?
4. What are the challenges of applying indigenous knowledge in classroom teaching?

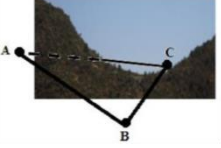
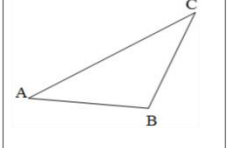

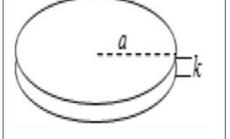
Activity 3

Dear trainer, on one hand, many students who come to school have cumulated life experiences they gained from their family and community like building houses, preparing house materials, and cooking food and different drinks. On the other hand, there are different mathematics, natural science, and social science courses given to students in schools without integrating them with students' experiential learning and indigenous-based practices. By considering this and other problems, try to show the trainees the following pictures and inspire them to discuss the activities given below.

1. Are students coming to school without prior experience of indigenous knowledge?
2. Why are the mathematics teachers teaching students about a Circle and circle formula (to find the circumference, diameter, radius, arc, etc)?

Local material	Corresponding Global picture	Measurement
		Measurement of slant height
		Measurement of radius, area of cone and cylinder/truncated cone.

		Volume and surface area of frustum
		Volume and surface area of cap

		Shortest path, postulate and triangle inequalities.
		Volume and surface area of sphere

3. Why a chemistry teacher is teaching about distillation, evaporation, and condensation?



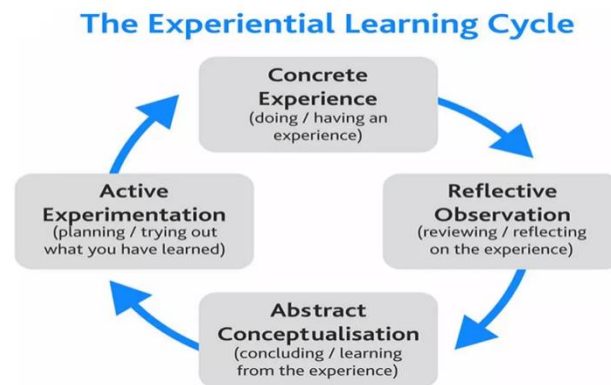
4. For what purpose are mathematics teachers teaching their students about geometry? For what contextual and indigenous knowledge areas is geometry applied?

5. Why Geography teachers are teaching rural school students about mechanisms of soil conservation?
6. What are the misconceptions of applying indigenous knowledge to the subject matter contents of your subjects?
7. What challenges do teachers have not to properly apply indigenous knowledge in their classroom teaching?

Activity 4: Case study

Case study 4:

Let's say, those people in ABahir Dar r who are living along the borders of Lake Tana are repeatedly suffering from malaria. So, based on the four steps of Kolb's Cycle of experiential learning, how can these people get relieved from this problem? What can you do step by step for this problem?



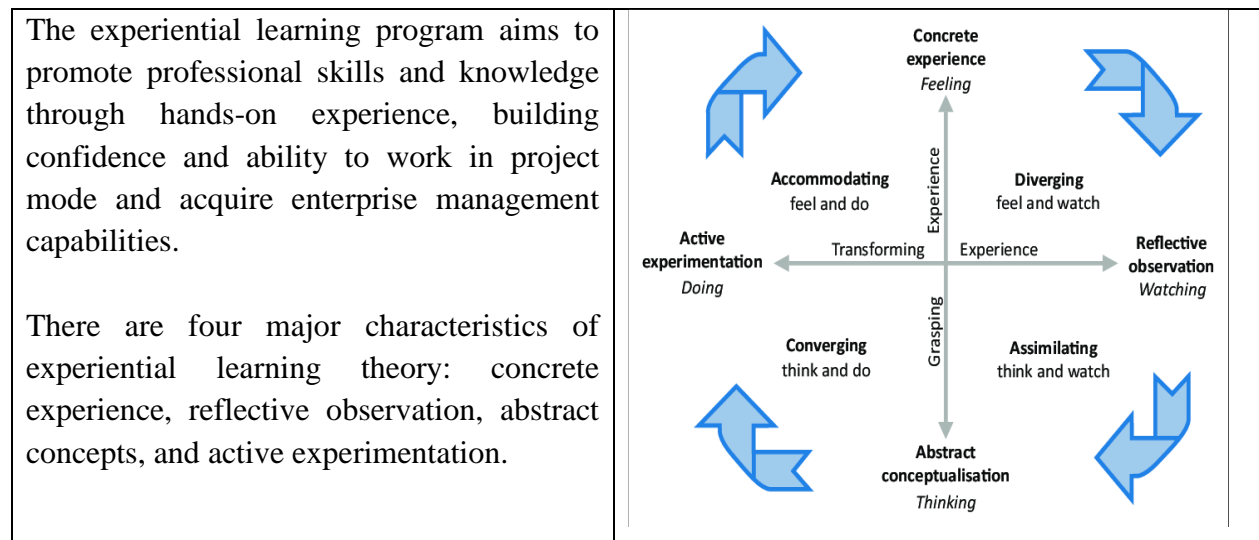
Key Ideas

Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations. The experiential learning model allows trainees to participate in engaging, stimulating activities that have a real-world basis, connect what they are learning to prior knowledge, and apply it to new situations or problems. So, applying hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research, and studio performances is part of it. Other forms of experiential learning include: internships, service learning, cooperative education, clinical education, student teaching, practicum, undergraduate research experience, community-based research, fieldwork, study abroad, etc.

Learning that is considered “experiential” comprehends all the following elements: (i) reflection, critical analysis, and synthesis, (ii) opportunities for students to take initiative, make decisions, and be accountable for the results,

(iii) opportunities for students to engage intellectually, creatively, emotionally, socially, or physically, and (iv) a designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

Kolb's (1984) cycle of learning depicts the integrated experiential learning process of: (i) *knowledge*—the concepts, facts, and information acquired through formal learning and past experience; (ii) *activity*—the application of knowledge to a “real world” setting; and (iii) *reflection*—the analysis and synthesis of knowledge and activity to create new knowledge.



During experiential learning, the facilitator's role is to: select suitable experiences that meet the criteria above; pose problems, set boundaries, support learners, provide suitable resources, ensure physical and emotional safety, facilitate the learning process; recognize and encourage spontaneous opportunities for learning, engagement with challenging situations, experimentation and discovery of solutions; help the learner notice the connections between one context and another, between theory and the experience and encourage this examination repeatedly.

On the other hand, indigenous knowledge refers to understandings, skills, and philosophies developed by local communities with long histories and experiences of interaction with their natural surroundings. Indigenous knowledge is also a network of knowledge, beliefs, and traditions that are intended to preserve, communicate, and contextualize indigenous relationships with their

culture and landscape over time. It refers to the vast collection of indigenous people's local knowledge, which encompasses customs, traditions, traditional ecological knowledge, spiritual beliefs, and local language.

Ethiopia has reached community indigenous knowledge in a wide range of fields like soil and water conservation, seed selection and preservation, advancement of traditional farm implements, development of appropriate farming systems, constructions, and adaptation of effective coping mechanisms withstanding food insecurities, medicines, working and living in a collaborative culture, and respecting among each other, etc.

Generally, indigenous knowledge is a collection of experience, customs, norms, values, traditions, cultures, languages, socio-economic activities, cultural systems, ways of life, political governance systems, ecological preservations, environmental management, constructions, and spiritual rituals.

Implications to teaching

Exposing trainees to experiential learning i.e., *learning by doing* and reflecting on their experience will assist them in providing their students a sustainable and lifelong learning, engaging in hands-on experiences and reflection, and better able to connect theories and knowledge learned in the classroom to real-world situations. This experiential learning training will also permit trainees to participate in engaging, stimulating activities that have a real-world basis, connect what they are learning to prior knowledge, and apply it to new situations or problems. It will also serve trainees to properly identify, apply, and preserve useful indigenous practices as well as integrate them with 21st-century skills.

Self-assessment activities

1. What is experiential learning for you? What are the experiential learning cycles?
2. Based on your experience, mention some of the experiential knowledge and indigenous knowledge practices.
3. In your classroom teaching, are you relating students' prior experiences or experiential learning with your lesson?
4. How competent are you in synthesizing indigenous knowledge with the knowledge of books you are teaching?

-
5. What is your experience of linking indigenous knowledge with 21st-century skills?
 6. What are the misconceptions in applying indigenous knowledge?
 7. What are the challenges affecting you not to properly apply indigenous knowledge in your classroom teaching?



Takeaway resources

- Angioni, G. (2003). Indigenous Knowledge: Subordination and Localism. In G. Sanga & G. Ortalli (Ed), *Nature, Knowledge: Ethno Science, Cognition, and Utility*. (Pp. 287- 296). New York: Oxford.
- Meshach B. Ogunniyi. M.B. (2008). Effect of an Argumentation-Based Course on Teachers' Disposition towards a Science-Indigenous Knowledge Curriculum. *International Journal of Environmental & Science Education*, Vol. 3,(4), 159-177
- Yared Nigussie, Biemans, H, J.A, Wesselink, R and Mulder, M. (2020). Combining Indigenous Knowledge and Modern Education to Foster Sustainability Competencies: Towards a Set of Learning Design Principles. w.w.w.mdpi.com/journal/sustainability

Unit 3: Differentiated Instruction (5 hrs.)



Unit Introduction

This unit intends to facilitate trainees to create awareness of the diverse student characteristics in the classroom and devise certain mechanisms to entertain such diversity in classroom teaching and student learning. It also aims to help trainees on how to make the classroom environment inclusive and gender-responsive and the use of appropriate instructional media to address the diverse learning styles and multiple intelligences of learners in the same classroom. Hence, the unit initiates with introducing learners' diversity in classrooms and accommodating it in their learning. It also involves topics of creating gender-responsive and inclusive classroom environments and the use of instructional media based on the diverse learning styles and multiple intelligences of learners.



Unit Objectives

After completing this unit, trainees will be able to:

-
- Understand the presence of diverse learners in the classrooms,
 - Recognize and respect the learners' diversity in the classrooms,
 - Address learners' diverse needs, interests, readiness, learning styles, and multiple intelligences by applying differentiated instruction strategies in their classroom teaching.
 - Create gender responsive and inclusive classroom environment while teaching.
 - Use various instructional media to address learners' diverse learning styles and multiple intelligences accordingly.
 - Appreciate the presence of diversity in the classrooms for knowledge, skill, and value sharing.
 - Identify the different classroom management techniques
 - Create a conducive classroom environment for all students' learning.
 - Identify the root causes of student misbehaviors.
 - Apply the diverse techniques of managing large class-size in their teaching
 - Use the preventive and curative techniques of handling student misbehaviors.

Key Topics

- 🌀 **Session 3.1:** Recognizing learners' diversity in classrooms and accommodating their learning
- 🌀 **Session 3.2:** Creating gender responsive and inclusive classroom environment
- 🌀 **Session 3.3:** Learners, learning styles and multiple intelligences & instructional media usage.
- 🌀 **Session 3.3:** Instructional media usage versus students' learning styles and multiple intelligences
- 🌀 **Session 3.4:** Creating conducive classroom management
- 🌀 **Session 3.5:** Managing large class-size and techniques of classroom

Session 3.1: Learners' diversity in classrooms and accommodating their learning

Session Introduction

Current educational trends across the globe reflect significant changes in student populations. These student populations are also becoming academically diverse. Thus, this session emphasizes

analyzing learners' diversity in classrooms and the mechanisms of accommodating their diversities in their classroom teaching.



Session Objectives

After completing this session, trainees will be able to:

- List exhaustively the major differences of students in the classrooms
- Apply various differentiated instruction strategies in their classroom teaching to accommodate students' learning diversity.



Activities

Activity 1:



Dear trainer, facilitate trainees to discuss on the following questions.

Based on your prior teaching experience in schools: -

1. Are all students you have taught the same or different?
2. If your answer says all students are different, in what contexts are they different? To answer this: 1st try to list students' differences on your own for 3 minutes; 2nd, try to cross-check your responses with your peer sitting around you; 3rd, sit in a group of five and collect all students' differences mentioned by the group members and finally one representative can report the group responses to the class.
3. If all students in the classroom are diverse, what were the methods of teaching you have employed to address the diverse needs and interests of students?

Activity 2:

1. In a small group, try to discuss the following issues:
 - a. Is a one-size-fits-all approach or differentiating instruction according to students' learning diversity important in the current classroom teaching? Why?
 - b. What is differentiated instruction (DI) for you? What are the components and strategies of DI?
 - c. What makes DI different from universal design for learning (UDL)?

Activity 3:



From the given figures 1 and 2 below, what do you understand and how do you judge your teaching practice? Is the act of a teacher in Figure 1 fair or unfair? Why? What do you suggest for your future teaching?

Figure 1

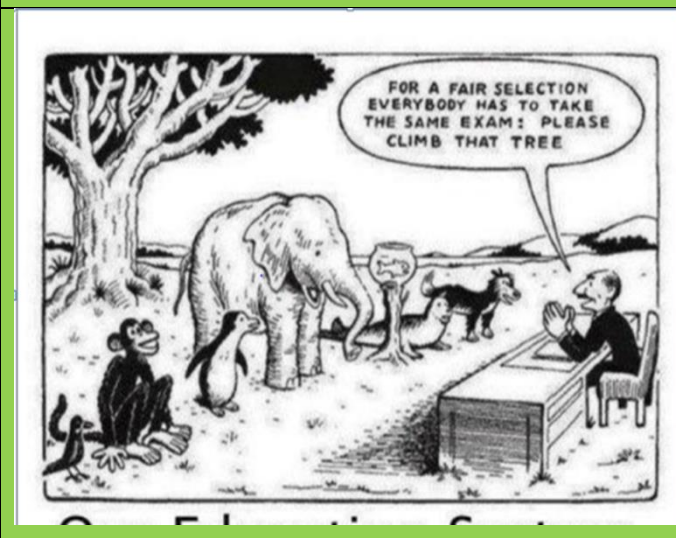




Figure 2



- The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.

-Howard Gardner



fppt.com

Key Ideas

At present, any classroom is a versatile ‘zoo’ of students’ abilities, orientations, responses, behaviors, and potentials. Walking into the primary and secondary classrooms of the world today, one can see a ‘mosaic’ of students with numerous variables. They differ in academic ability, sex, race, cultural and ethnic background, socio-economic status, learning profile, interest, learning styles, multiple intelligences, etc.

Although diversity in education is a reality and differences among students are inherent in classroom contexts within a multicultural society, providing effective education for all children and young people is a challenge (UNESCO, 2016). As a system, education has created and uses a single approach for all schools and all children. There is one curriculum, one set of textbooks, common standards against which all students are assessed, and guidance to use the same instructional methods, as a one-size-fits-all approach.

The problem is that neither the conditions nor contexts of all schools nor the nature of all students is the same. As a result, theories provide this complexity of the learning process and explain why a one-size-fits-all approach to education is unlikely to succeed.

To address the diversified needs of learners, many countries are favoring the instruction to be differentiated. As a principle of differentiation, teachers can differentiate the instruction reactively by modifying the topics and subtopics (content), methods of teaching and learning (process), the methods of assessment (product), and the learning environment (affect) (Tomlinson & Imbeau, 2010). To achieve this in varied contexts of schools, various instructional strategies of differentiated instruction (e.g., curriculum compacting, independent projects, interest centers or groups, tiered assignments, flexible grouping, learning groups/centers, varying questions, scaffolding, anchoring activities, learning contracts, etc.) are suggested. Also, comparing Differentiated Instruction (DI) with Universal Design for Learning (UDL), which is a student-centered learning where the learning experiences are proactively designed by anticipating the existence of learner variability and plans for it before a lesson begins.



Implications to teaching

Proper understanding of the diverse characteristics of learners in the classroom helps trainees to apply various contents or lessons, methods of teaching and learning, assessment mechanisms, and classroom learning environments for the same classroom learners.



Self-assessment activities

- 1) What lessons have you learned from this session?
- 2) How can you help your learners benefit from this lesson?
- 3) What teaching strategies and assessment mechanisms can you apply to address the learning diversity of learners?



Takeaway resources

- Roy, A., Guay, F., & Valois, P. (2015). The big-fish-little-pond effect on academic self-concept: The moderating role of differentiated instruction and individual achievement. *Learning and Individual Differences, 42*, 110-116.
- Tadesse, M. & Sintayehu, B. (2022) Differentiating instruction in primary and middle schools: Does variation in students' learning attributes matter? *Cogent Education, 9*(1), 1-20, <https://doi.org/10.1080/2331186X.2022.2105552>
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.

Session 3. 2: Creating a gender-responsive and inclusive classroom environment

Session Introduction

Addressing Gender-responsive and inclusive pedagogy refers to teaching-learning processes that pay attention to the specific learning needs of female and male students as well as students with special needs. Thus, this session provides the concepts of an inclusive and gender-responsive curriculum that allows for a diversity of content, material, ideas, and methods of assessment. It also involves purposefully integrating perspectives that expand and enhance inclusive curriculum

and inclusive pedagogy design approaches that take into account students' gender, educational, cultural, and social background and experience as well as the presence of any physical or sensory impairment, and their mental well-being. Inclusion aims to embrace all people irrespective of race, gender, disability, medical or other needs. Its intent is also about giving equal access and opportunities and removal of gender-based and impairment-based barriers in classroom learning.



Session Objectives

After completing this session, trainees will be able to:

- Identify where there are specific and impairment-related differences in classroom teaching.
- Understand the concept of inclusive and gender-responsive pedagogy.
- Create a conducive learning environment for both females and males and students with special needs.
- Apply gender-responsive and inclusive classroom teaching for all students in the classrooms.



Activities

Activity 1

Based on the questions given below, the trainer is required to arrange discussion sessions by dividing the trainees into groups of four or five.

1. By applying inquiring methods, ask the trainees an intriguing question to stimulate curiosity about a lesson you want to discuss. Here are a few examples of such questions:
 - What is gender? What is gender equity?
 - Why is gender agenda for schools and the community?

Dear trainees, based on your prior experience, is there gender stereotyping in your classroom teaching? If your answer is yes, please mention them.

- In your schools, what major challenges do you identify in female students' learning compared to male students?
 - Is your classroom teaching-learning approach for male and female students the same? Why?
 - What is gender-responsive pedagogy?
 - What do you think is the benefit of creating a gender-responsive and inclusive classroom environment?
2. Encourage speculation and do not give feedback immediately. Accept all guesses. Build curiosity about the “real” answer.
 3. Use the question as a lead into what you are about to teach. Include the answer to your question in your presentation. You should find that trainees are more attentive than usual.

Activity 2

Dear trainer, try to facilitate the training session to discuss and reflect on their views on the following questions in small groups.

Based on your past teaching experience:

1. Other than gender, are there other diversities of learners in your classrooms? If yes, in which areas are they diverse?
2. In your schools, are there students with special needs (i.e., visually impaired, deaf, blind, mentally retarded, emotionally disturbed, and intelligent students)? If No, why so? If Yes, How are you supporting them?
3. Are there supporting learning materials (e.g., braille for the blind, hearing devices, sign languages, and also trained teachers with inclusive and special needs education)?
4. How can you address the problems of students with special needs in the classroom teaching while teaching them with other ‘normal’ students in the same classroom? What treatment and support mechanisms are provided for them in the classrooms and outside the classroom?
5. Can you share the major strategies you apply to accommodate these differences? What are also the major challenges you faced? What solutions did you use for the challenges you faced?

 **Key Ideas**

Gender-responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of female and male students. In practical terms, this means that ‘the learning materials, methodologies, content, learning activities, language use, classroom interaction, assessment, and classroom set up are scrutinized to respond to specific needs of boys and girls in the teaching-learning process (UNESCO, 2017).

It is often believed that poor pedagogical practices reproduce gender inequalities in the classroom. Gender-responsive teaching materials should contain competencies that reflect gender equality in learning outcomes to build a gender-friendly culture in society.

On the other hand, Inclusive Pedagogy is a student-centered approach to teaching and learning that supports teachers in responding to individual differences between learners but avoids the marginalization that can occur when some students are treated differently. Inclusive Pedagogy is viewed as an instructional pedagogy concerned with making learning materials and teaching methods accessible to as many students as possible by considering a range of diverse student identities, including disability, race, gender, sexuality, and abilities and centering these diverse identities.

 **Implications to teaching**

When trainees understand the presence of learner diversities in terms of gender and disability in their classroom teaching, it will assist them in devising accommodating mechanisms and properly applying gender-responsive and inclusive pedagogy for all learners.

 **Self-assessment activities**

1. In your classrooms, are there gender-specific and impairment-related differences?
2. What strategies are applied to accommodate gender-sensitive and disability-related problems in classroom teaching?
3. What is gender-responsive pedagogy? How can it work?
4. What is inclusive pedagogy?

-
5. What supporting materials are available in your schools for students with special needs, e.g., the blind, the deaf, the mentally retarded, etc.?
 6. In your schools, are there trained teachers in inclusive and special needs education?
 7. How are you going to apply the lesson you learned from this session in your future teaching?



Takeaway resources

- Florian, L., and Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice, *European Journal of Special Needs Education*, 28(2), 119–135.
- Scott, W., & Spencer, F. (2006). Professional development for inclusive differentiated teaching practice. *Australia Journal of Learning Disabilities*, 11(1), 35-44.
- UNESCO.(2017). *A guide for ensuring inclusion and equity in education*. Paris, UNESCO
- UNESCO (2017). *Preparation of a Comprehensive Gender-Responsive Pedagogy (GRP) Toolkit*. Bangkok: UNESCO Bangkok.

Session 3.3: Learning styles and multiple intelligences of learners and Instructional media usage

Session Introduction

Instructional (teaching-learning) media are seen by educators as aids rather than substitutions for the teacher. Teachers devote an unbalanced amount of their time to monotonous tasks – in collecting and assigning books and materials and in marking, or grading – that could be partly obviated if instructional media could be so constructed as to free them to concentrate on the central job of promoting understanding, intellectual curiosity, and creative activity in the learners. Hence, this session will provide consciousness to trainees on what different learning styles and multiple intelligences students have and how they accommodate these differences. Furthermore, trainees will get conversant with how the different instructional media they are using in their classroom teaching best fits with the diverse learning styles and multiple intelligences of students.



Session Objectives

After completing this session, trainees will be able to:

- Identify the diverse learning styles and multiple intelligences of individual students.
- Treat students in classrooms to use and develop their unique intelligence, talents, and learning styles.
- Apply the different instructional media for their lessons by considering the different learning styles and multiple intelligences of students in their classroom teaching.

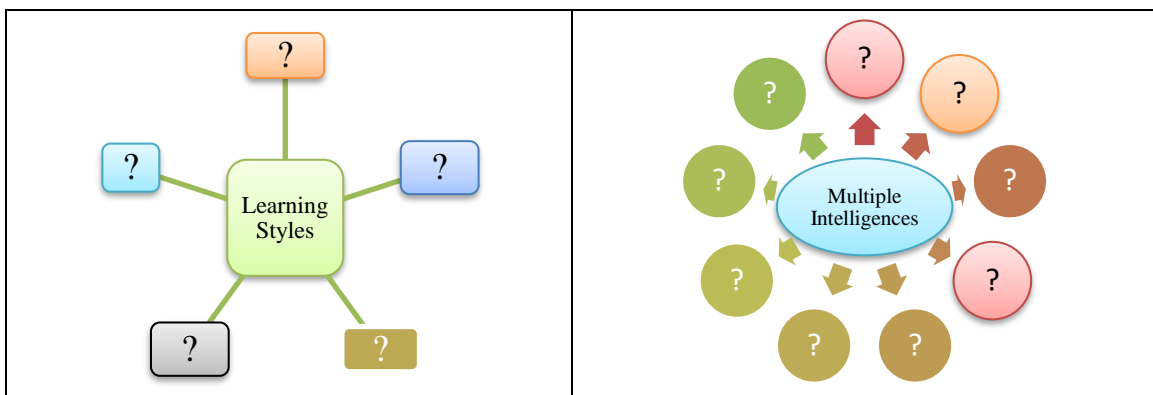
 **Activities**

Activity 1:

Dear trainer, I hope you came across in the previous sessions that students in the classroom are so diverse. However, in the classroom students' learning styles and multiple intelligences are quite different.

By the way, in your classrooms,

1. What types of students are learning in the classrooms? Or, are they all the same?
2. How can you characterize the behaviors of students during your classroom teaching?
3. In your lesson teaching, are you using the same instructional media for all students or different? Do all students have the same learning styles?
4. In your experience, what are the diverse learning styles individual students are applying in their classroom teaching? What about the students' multiple intelligences?



5. How can you treat students in classrooms to address their unique intelligence, talents, and learning styles?

6. What type of instructional media (pictures, models, mockups, radio, television, real objects, etc.) are you frequently applying in teaching your subjects? While using different instructional media, are you considering the learning styles and multiple intelligences of students?
7. What type of instructional media do you think is appropriate for visual, auditory, and kinesthetic /tactile learners?
8. How can understanding the multiple intelligences contribute to the self-awareness and personal growth of students?



Key Ideas

Learning styles matter. Although most students are a mix of various learning types, they usually have a dominant learning style. Learners learn in different ways and have different strategies. Each of these styles will also have a complementary way of teaching. Thus, matching learning styles to instructional materials can have significant effects on learning outcomes.

1. Visual Learners: prosper when information is presented in a visual format. They prefer to see and observe information through images, diagrams, graphs, and videos. For these learners, incorporating visual aids and creating visually stimulating learning materials is essential. Teachers can cater to use visual aids like info graphics, charts, diagrams, and mind maps to present information and enhance comprehension and retention; provide opportunities to create their own visual representations of concepts; incorporate videos, animations, and slideshows to reinforce concepts; encourage visual note-taking and the use of colour coding to organize information; and provide written instructions and handouts to supplement verbal explanations.

2. Auditory Learners: absorb information best through sound and spoken words. They prefer listening to lectures, discussions, and audio recordings. To cater to auditory learners, teachers should focus on verbal communication.; ask students to read aloud; engage students in discussions and debates to encourage active listening; use lectures, podcasts, and audio recordings to deliver information; encourage students to explain concepts verbally or participate in group discussions; and provide opportunities for students to present their ideas and findings orally.

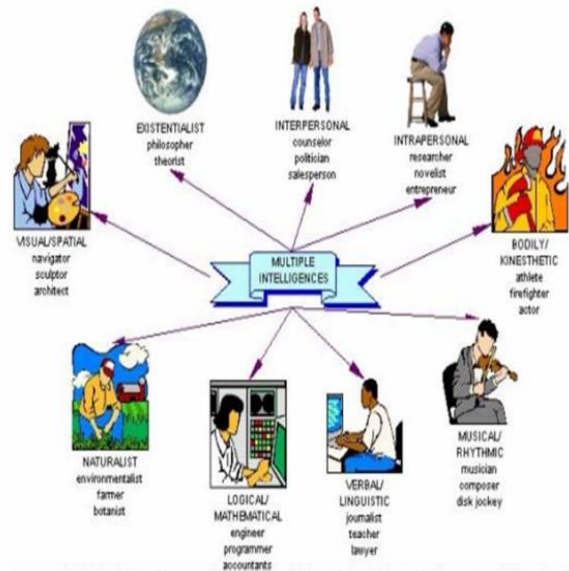
3. Kinesthetic/Physical/Tactile Learners: are hands-on learners who thrive through physical activity and movement. They prefer to engage in practical experiences and learn through touch and manipulation. To cater to kinesthetic learners, teachers should incorporate experiential learning and real-world applications into their teaching methods; incorporate hands-on activities, experiments, and simulations; encourage students to participate in role-plays, skits, or physical demonstrations; use manipulatives, models, or interactive technology to reinforce concepts; provide opportunities for students to engage in practical applications of knowledge and provide opportunities for movement during lessons, such as incorporating gestures or allowing students to work in groups

On the other hand, Howard Gardner postulated nine types of intelligence with different mental operations. Gardner's ideas provide a place in the school curriculum not only for cognitive

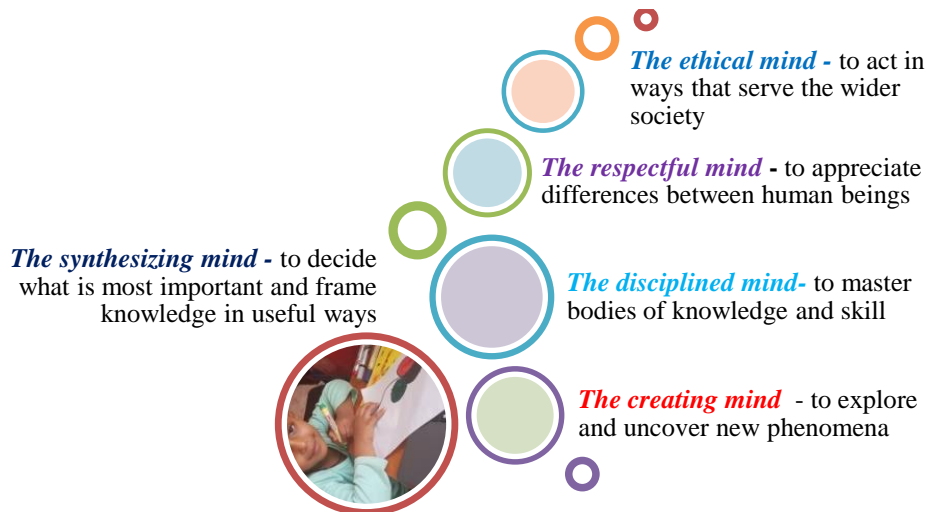
excellence or academic merit, but also for music, art, dance, sports, and social skills (winning friends and influencing people) as avenues for social and economic mobility. Highly important in a diverse society is fostering excellence in many endeavors and providing multiple chances for people to succeed.

The proposed eight/nine types of intelligence by Gardner are the following:

1. **Verbal-Linguistic Intelligence (Word Smart):** - deals with the ability to learn new languages, understanding how to use language masterfully and sensitivity to the spoken and written language, ability to learn languages, and capacity to use language to accomplish certain goals.
2. **Logical-Mathematical Intelligence (Number/Reasoning Smart):** - the capacity to use logic, abstractions, reasoning, and critical thinking and analyze problems logically, carries out mathematical operations, investigate issues scientifically, and solve abstract problems.
3. **Spatial-Visual Intelligence (Picture Smart):** the ability to perceive the visual-spatial world accurately and to use, transform, modify, or manipulate visual information to arrive at a solution.
4. **Bodily-Kinesthetic Intelligence (Body Smart):** -the potential of using the entire body or parts of the body with finesse, grace, and skill to solve problems or to fashion products. It includes physical coordination, balance, dexterity, strength, and flexibility. People with high bodily-kinesthetic intelligence are good at sports, dance, acting, and physical crafts.
5. **Musical Intelligence (Music Smart):** - the skill in the performance, composition, and appreciation of musical patterns and analyze sensitivity to rhythm, pitch, melody, and tone.
6. **Interpersonal Intelligence (People Smart):** - is the capacity to understand the intentions, motivations, modes, and desires of other people and, consequently, interact to work effectively with others.
7. **Intrapersonal Intelligence (Self-Smart)** - the capacity to fully understand oneself and to effectively regulate one's own life and emotions. It includes self-awareness, personal cognizance, and the ability to refine, analyze, and articulate one's emotional life.
8. **Naturalist Intelligence (Nature Smart)** - involves the ability to recognize, classify, and draw upon patterns in the natural environment. It includes sensitivity to the flora, fauna, and phenomena in nature.



Generally, in Gardner’s view, in the 21st century needs to master the following “five minds.”



Hence, schools must nurture all types of intelligence and need to create experiences that encourage learners to confront both belief and reality that contribute to the worth of the individual and society.

Implications to teaching

Presenting a variety of activities and approaches to learning helps reach all students and encourages them to be able to think about the subjects from various perspectives, deepening their knowledge of that topic (Gardner, 2011). Consequently, this session will help trainees to consider the diverse learning styles and multiple intelligences of learners while they are using a flexible approach to instructional media in their classroom teaching different lessons. It will also assist trainees in identifying learners’ main intelligences, talent acquisition, and learning styles and suggest for learners’ future engagement.

This session implies that those in charge of planning and implementing curricula must expand their vision beyond intellectual and academic pursuits, without creating “soft” subjects or a “watered-

down curriculum.” More importantly, while using different instructional media, teachers must consider the versatility of children and youth, their multiple abilities, and ways of thinking and learning, which are increasingly filtered through technology.

Understanding the theory of multiple intelligences and learning styles can contribute to self-awareness and personal growth by providing a framework for recognizing and valuing different strengths and abilities. By identifying their unique mix of intelligence and learning styles, individuals can gain a greater understanding of their strengths and limitations and develop a more well-rounded sense of self. Additionally, recognizing and valuing the diverse strengths and abilities of others can promote empathy, respect, and cooperation in personal and professional relationships.

Self-assessment activities

- 1) What lessons did you learn from this session? What is its implication to your classroom teaching?
- 2) How can you help your learners benefit from this lesson?
- 3) What type of instructional media can you apply for visual learners?
- 4) What kind of instructional media is needed to satisfy auditory and kinesthetic learners?
- 5) What teaching strategies and assessment mechanisms can you apply to address the learning diversity of learners?
- 6) How can you differentiate the talents and multiple intelligences of students?
- 7) What support mechanisms can you provide for learners to develop their unique intelligences?



Takeaway resources

- Entwistle, N. J. (1981). *Styles of Learning and Teaching*. Wiley. London.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (2009). Frequently asked questions – multiple intelligences and related educational topics. Retrieved from [http://howardgardner.com/faq/frequently%20ASKED%20questions %20 updated % 20 March%202009.pdf](http://howardgardner.com/faq/frequently%20ASKED%20questions%20updated%20March%202009.pdf)

Session 3.4: Conducive classroom management and managing large class size

Session Introduction

This session highlights trainees on the classroom environment settings, diverse sitting arrangements, managing large class size, various classroom management approaches, classroom student misbehavior and ways or techniques for preventing classroom misbehavior.



Session Objectives

After completing this session, trainees will be able to:

- *Identify the conducive classroom environment setting for students' learning*
- *Analyze the pros and cons of the different sitting arrangements*
- *Realizing the techniques of managing large class size in their teaching*
- *Appreciating large class size as an opportunity for experience sharing than as a challenge.*
- *Identify various classroom management approaches and how they work*
- *Recognize the different classroom student misbehaviors and causes of the misbehavior*
- *Devise preventive and curative mechanisms or techniques for student classroom misbehavior.*



Activities

Activity 1:

Dear trainer, try to guide the trainees to discuss on the following brain storming questions.

From your experience,

1. What does the classroom setting refers to?
2. What types of sitting arrangements do you know? Mention them with their advantages and limitations. Which type of sitting arrangement is mostly applied in the classrooms?
3. Is a flexible group arrangement or a fixed 1 to 5 group arrangement advantageous? Why?
4. Is there large class size in your schools? How large is the class size?
5. Is large class size an opportunity or a challenge?

6. What techniques can you apply to manage large class size in classroom teaching?

Activity 2.

Dear trainer, first of all, ask trainees to mention what types of classroom management approaches they are applying in their classroom teaching.

After they exhaustively list the classroom management approaches, try to divide the trainees into five groups and give for Group 1- Authoritarian approach, Group 2- Democratic approach, Group 3 -Cookbook approach, Group 4 -Lessiez-faire approach and Group 5 - the intimidation approach. Try them to discuss on how each of the classroom management approaches work and what are the strong sides and limitations of each approach. After that let them to present to the class and the class members can give comments, suggestions or raise questions.

Authoritarian approach	Instructional/ Democratic approach	Cookbook approach	Lessiez-faire/ Permissive approach	Intimidation approach
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____

After each group presented, tray to ask all trainees which classroom management approach/s is/are appropriate and justify why.

Activity 3:

Ask trainees the following questions and order them to discuss in detail.

1. Are students not properly attending classes? What are the signs of students' classroom student misbehaviors
2. What are misbehaviors to you? What is the root causes of the student misbehavior? Try to guide the trainees to discuss the root causes by framing their discussion as teacher related, student related, school leadership related, parent/ community related misbehaviors.
3. How can you tackle or minimize students' classroom misbehaviors? What are *preventive* techniques? What are also *curative* techniques for student classroom misbehavior?



Key Ideas

Classroom management the process of organizing and conducting a class so that it is efficient and effective and results in maximum student learning. It is establishing a conducive physical and

psychological environment and managing the classroom atmosphere for effective learning to take place for all students.

In order to manage the classrooms properly schools are applying various instructional approaches such as instructional/ democratic approach, authoritarian approach, cookbook approach, laissez-faire/permissive approach, intimidation approach, and others. Although there is no one best classroom management approach, all these approaches are used in classrooms depending on the situations or contexts.

While teaching large class size students teachers have to consider large class size as an opportunity to share experiences, although it is a challenge.

In their classroom teaching students might show misbehaviors that could be teacher related, student related, parent related or school environment related causes. To tackle these challenges, as the old maxim “*prevention is better than cure,*” they can take preventive measures and finally if things cannot change teachers can take curative/corrective measures.

Implications to teaching

Creating conducive classroom settings, applying different classroom management approaches based on the situations and contexts, considering large class size as opportunities for sharing experiences and culture and identifying the causes of student misbehaviors and handling it by applying preventive and curative techniques will be important lessons to be obtained from this session.

Self-assessment activities

- 1) What type of classroom environment setting is conducive for students’ learning?
- 2) What are the advantages and disadvantages of arranging the different sitting arrangements in classroom teaching?
- 3) Is large class size an opportunity or a challenge?
- 4) What are the different techniques of managing large class size?
- 5) What types of classroom management approaches are you applying in the classroom?
- 6) What are the major causes of students’ classroom misbehaviors?

7) What preventive and curative techniques are you applying to handle student classroom misbehavior?



Takeaway resources

- Arends R. (1997). *Classroom instruction and management (1st ed.)* Orlando. McGraw-Hill Companies.

Unit Four: Assessment and feedback practices for students' learning (3 hrs.)



Unit Introduction

This unit will create trainees the necessary awareness of the concepts of continuous assessment, the purposes of continuous assessment, its characteristics, and types of continuous assessment. In this unit, trainees will also be conversant with the continuous assessment tools to be used before, during, and after instruction. Besides, trainees will have a clear understanding of the concepts and techniques of providing constructive feedback.



Unit Objectives

After completing this unit, trainees will be able to:

- Understand the concepts of assessment and continuous assessment
- Analyze the purposes of continuous assessment for learning and grading.
- Recognize the various tools of assessment to be used before, during, and after instruction to address learners'
- Apply the different assessment tools to address learners' diverse needs, interests, readiness, learning styles, and multiple intelligences.
- Appreciate the use of continuous assessment for students' learning progress and feedback.
- Recognize the various techniques of providing constructive feedback.

Key Topics

- Session 4.1: Concepts, purposes and characteristics of assessment
- Session 4.2: Tools of assessment and techniques of providing constructive feedback

Session 4.1: Concepts, purposes, and characteristics of continuous assessment

Session Introduction

In this session, trainees will be highlighted the concepts of assessment and continuous assessment, and the types of continuous assessment. They will also be clear on the purposes of continuous assessment and its characteristics. In this unit, trainees will also be acquainted with the components/tools of continuous assessment to be used before, during, and after instruction. Besides, trainees will have a clear understanding of the concepts and techniques of providing constructive feedback.

Session Objectives

After completing this session, trainees will be able to:

- Understand the concepts of assessment and continuous assessment,
- Differentiate the concepts of assessment from measurement and evaluation
- Analyze the different types of continuous assessment.
- Recognize the characteristics of continuous assessment.
- Differentiate the purposes of continuous assessment before, during, and after instruction
- Apply different assessment techniques before, during and after instruction.

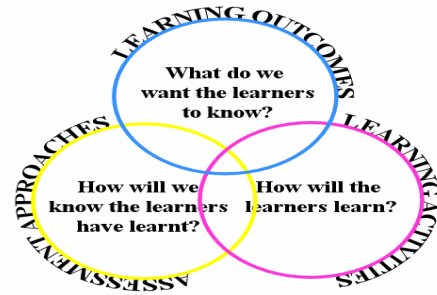
Activities

Activity 1:

Dear trainer, try to facilitate the session and arrange trainees into two and allow them to discuss the following issues based on their prior experience and reflect on their responses to the class trainees turn by turn.

1. Before you start your lesson, do you know the gaps of your students on the subject matter you are going to fill? Are you teaching what you think you are teaching? If not, what are the reasons?

2. Are students learning what they are supposed to be learning?
3. Have you assessed your students' learning progress? How can you check whether your students are learning or not? How frequently are you assessing?
4. What is continuous assessment for you? How can you differentiate assessment from measurement and evaluation?
 5. When do you think is assessment provided?
 6. For what purpose is assessment used?
 7. Is assessment part of the teaching-learning process? How?



8. What are you going to assess?
9. How can you assess the knowledge, skills, and attitudes of students? What assessment tools can you apply to measure knowledge, skill, and attitudes?



After trainees discussed the above brainstorming questions in groups and shared their understandings, the trainer should provide summarized highlights for unclear issues.

Key Ideas

The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'. This implies it is something we do 'with' and 'for' students (Green, 1999).

Assessment refers to the systematic gathering of information that evaluates, measures, and documents the performance of learners to give a clear picture of their academic readiness, learning progress, and acquisition of skills. Moreover, assessments help identify the strengths and weaknesses of the trainees. Assessment is an integral part of instruction which is essential

to check the progress of the trainees, to correct any limitations during training, to monitor the process of training, and to maximize the effectiveness of the training and efficiency of trainers and trainees. Assessment comprises the whole spectrum of processes such as observation, grading of performance, or projects, paper and pencil tests, homework, tests, reports, and hands-on activities that are used to acquire evidence about trainees' learning.

Continuous assessment is an ongoing process of gathering and interpreting information about student learning. It is a means for collecting information to check students' attainment of the required objectives and a process of gathering pupils' responses to an educational task. It enables one to adjust to learning.

Although there are other categories of assessment, based on the goal of teachers' training, three major assessments that will be implemented are: diagnostic assessment, formative assessment (assessment for learning and assessment as learning), and summative assessment (assessment of learning).

1. **Diagnostic or pre-assessment:** happens before the beginning of a lesson, unit, course, or any academic program. They are useful for collecting information about the strengths, weaknesses, skills, and knowledge the learners possess. Instructions are designed thereafter as per the learners' requirements.
2. **Formative assessment:** is an ongoing process that monitors trainees' learning to help the trainers improve their teaching and trainees improve their learning. It continuously informs instruction and helps trainees manage their learning. The assessment information is used to determine the next teaching and learning steps to continuously improve the teaching-learning process. Formative assessments serve the purpose of assessment for learning. Formative assessment is also an ongoing process that helps trainees to self-reflect, monitor their learning, and adjust their learning strategies to achieve their goals and become more self-directed, metacognitive, independent, and successful learners. Formative assessments also serve the purpose of assessment as learning.
3. **Summative Assessment:** measures what and how well the trainees have learned at the end of the instructional period. It attempts to measure the effectiveness of learning, the trainee's proficiency, and their success. It determines whether learning goals and outcomes have been

achieved. This type of assessment is used primarily to make decisions for grading or certification purposes. Summative assessments serve the purpose of assessment of learning.

4. You can also refer to the other categories of assessment as follows:



Implications to teaching

After obtaining this training, trainees will identify the concepts of assessment and its main purposes. It will also assist trainees in diagnosing learners' gaps before they start teaching, applying formative assessment for learning and feedback purposes during instruction, and finally, at the end of the lesson, they will measure students' final achievement by using the different summative assessment tools.



Self-assessment activities



1. What is assessment and continuous assessment?
2. What makes assessment different from measurement and evaluation?
3. What are the different types of continuous assessment?
4. For what purpose is continuous assessment used before, during and after instruction?



Takeaway resources

- Hale, C. & Astolfi, D. (2011). *Measuring learning and performance: A primer* (2nded.). Florida: Saint Leo University.
- Linn, R., & Miller, M. (2005). *Measurement and assessment in teaching* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31(2), 199-218 DOI: <https://doi.org/10.1080/03075070600572090>

Session 4.2: Tools of assessment and techniques of providing constructive feedback

Session Introduction

In this session, trainees will be informed about the various tools of assessment for diagnostic, formative, and summative assessment purposes either before, during, or after the instruction. Trainees will also gain awareness of the concepts of feedback and the various techniques of providing constructive feedback.

Session Objectives

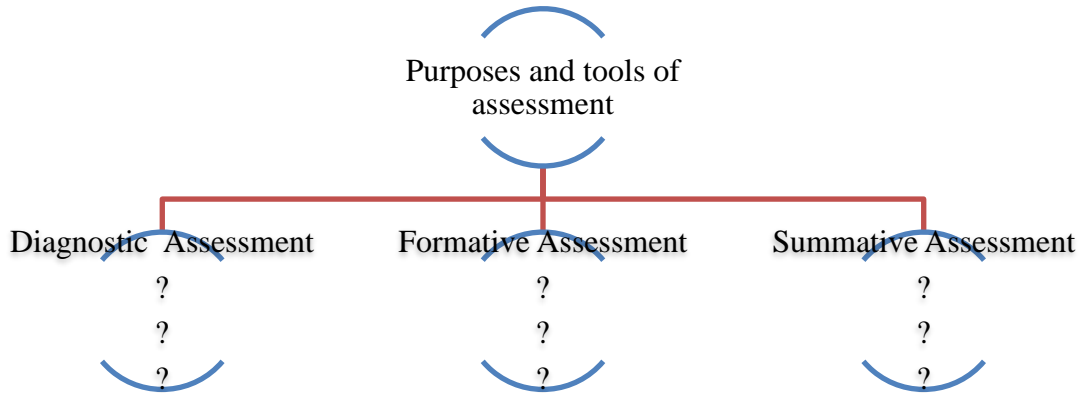
After completing this session, trainees will be able to:

- List the various assessment tools to be employed before, during, and after the instruction
- Understand the purposes of feedback
- Appreciate the importance of feedback to improve trainees' learning and learning progress.
- Apply different feedback techniques before, during, and after instruction.

Activities




Activity 1:

Dear trainer, divide the trainees into three groups. Give for Group 1- Purposes and tools of diagnostic assessment; for Group 2- Purposes and tools of formative assessment; and for Group 3- Purposes and tools of summative assessment and let them discuss for about 5-10 minutes. All group members should actively participate in the group discussion on the given topic and take their notes. After that, reshuffle the groups into 3 new ones, each group should consist of members selected from the previous three different groups. Then, every group member should actively teach the topic they have discussed previously to the new group members. All group members should do the same. Finally, as a jigsaw group discussion, all group members should understand the assessment tools to be used in the three assessment types.



Activity 2:

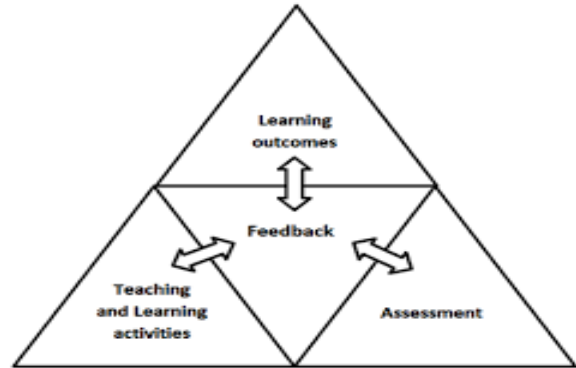
What types of assessment tools are used in your subject areas to measure the Knowledge, Skill, and Attitude of trainees?

Tools of Measuring Knowledge	Tools of Measuring Skills	Tools for Measuring Attitude
		
<ul style="list-style-type: none">• _____–• _____–• _____–• _____–	<ul style="list-style-type: none">• _____–• _____–• _____–• _____–	<ul style="list-style-type: none">• _____–• _____–• _____–• _____–

Activity 3:

Dear trainer, try to facilitate trainees to discuss on the following questions based on the groups you arranged.

1. What is feedback? What is the purpose of feedback?
2. How can you provide constructive feedback? What are the techniques?
3. For feedback to be effective is learning evidence to focus on the quality of learner performance or the personal traits of the learners?
4. What type of feedback is destructive? After trainees discuss on the above issue in groups, the trainer should provide summarized highlights based on the above questions.



Key Ideas

It is not the assessments themselves that are formative or summative but how they are used. Hence, the different assessment tools that can be used for formative assessment purposes can also serve for summative assessment purposes. But, for what purpose the assessment tool used matters whether it is diagnostic, formative, or summative.

However, the various assessment tools to be used for different purposes are the following.

Tools for Formative Assessment

Assessment for learning	Assessment as learning
<ul style="list-style-type: none"> • Classwork • Homework • Practical activities • Progress/monitoring report • Checklists • Interviews • Observations • Quizzes • Tests • Worksheets • Essays • Questioning strategies • Projects • Self-assessments/ peer assessment • Collaborative activities • Portfolios, etc... 	<ul style="list-style-type: none"> • Self-assessment • Peer-assessments • Practical laboratories • Project-based learning • Problem-based assessment • Assignment • Fieldwork • Educational tip • Projects • Practical activities, etc...

Tools for summative assessment (Assessment of learning)

- Homework
- Quizzes
- Test
- Final exam
- Assignment
- Fieldwork
- Demonstrations
- Oral questions
- Project works
- Portfolio
- Observation results, etc..

NB: These assessment tools are applied for final decisions and grading or certification purposes.

NB: These assessment tools are applied for learning, feedback, and improvement purposes.

Using all the above-mentioned tools of assessment based on the contents and contexts of the lessons to be delivered, constructive feedback should be provided for the learner in either oral or written forms for the purpose of learning, improvement, and progress.

Self-assessment activities

1. What are the various assessment tools to be employed before, during, and after the instruction?
2. What are the formative continuous assessment tools used in classroom teaching?
3. What about the summative continuous assessment tools used in classroom teaching?
4. For what purpose is feedback provided? In what way is feedback given to learners?



Takeaway resources

Carless, D., Salter, D., Yang, M. & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, 36 (4): 395–404.

Khamis, S. & Selamat, A. (2019). The use of feedback in the classroom assessment: A case study. *International Journal of Academic Research Progressive Education and Development*, 8(3), 325 – 334. DOI: 10.6007/IJARPED/v8-i3/6426

Plank, C., Dixon, H., & Ward, G. (2014). Student voices about the role feedback plays in the enhancement of their learning. *Australian Journal of Teacher Education*, 39(9). <http://dx.doi.org/10.14221/ajte.2014v39n9.8>

Unit Five: Creating and Implementing Constructively Aligned Instructional Plans (3 hrs.)

Unit Introduction

The unit deals with introducing the concepts of instructional planning, the components of instructional planning, identifying and formulating objectives in terms of the three domains (cognitive, psychomotor, and affective), and implementing constructively aligned instructional plans. After this unit, trainees will also be acquainted with the skills of developing annual and lesson plans practically.

 **Unit Objectives**

After completing this unit, trainees would:

- Understand the concepts and purposes of instructional planning
- Differentiate the components of instructional planning and major issues involved in the planning process.
- Formulate objectives based on Bloom's taxonomy of the three objective formulation domains in a balanced manner,
- Develop the annual plan for their subject areas,
- Develop sample lesson plans in specific lessons for their subject areas.
- Appreciate the importance of developing a constructively aligned annual plan and daily/weekly lesson plans to guide teachers' actions.
- Evaluate the previously developed annual plans and lesson plans and make the necessary improvements.

Key Topics

- Session 5.1: Concepts of instructional planning and formulation of objectives in planning
- Session 5.2: Developing annual plan and lesson plans.

Session 5.1: Concepts of instructional planning and its components**Session Introduction**

In this session, trainees will acquire the concepts of instructional planning, characteristics and the purposes of instructional planning, key instructional planning questions to be addressed, and the major components included in instructional planning.

**Session Objectives**

After completing this session, trainees will be able to:

- Identify the concepts of instructional planning,
- Analyse the characteristics and purposes of instructional planning,

- Address the key instructional planning questions to be included during instructional planning.
- Identify the major components of instructional planning.



Activities

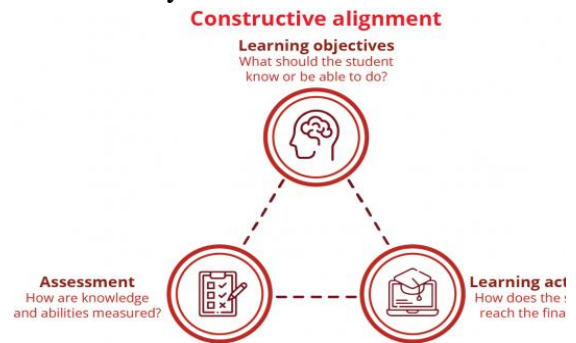
Activity 1:

Dear trainer, as a warm-up activity,

1. Try to motivate trainees individually to reflect on their experiences on what planning and instructional planning mean. Also, give trainees a chance to reflect on the major differences of the annual plan, unit plan, and daily lesson plan.
2. In a group of three, they have to reflect the purposes of instructional planning
3. List seven basic questions of planning and for which element they stand for.
4. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments and instructional activities.

➡ Discuss how these components are aligned:

- a. What should the student know or be able to do?
- b. How does the student reach the final level?
- c. How are knowledge and abilities measured?

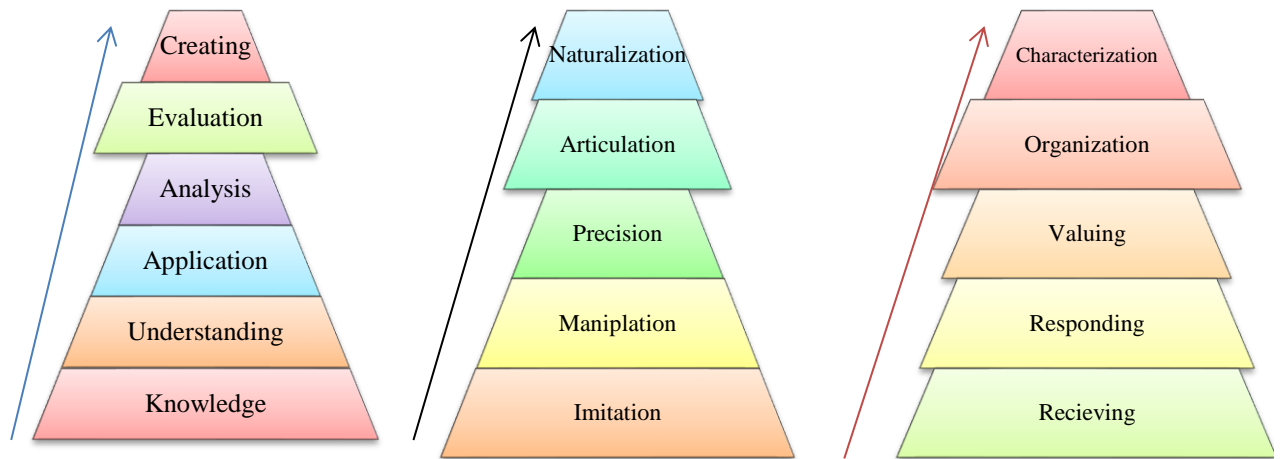


5. Select one lesson of your subject and state three objectives from the three domains.
6. State one example of an objective (for the annual plan and the daily lesson plan) for each of the levels of the cognitive, psychomotor, and affective domains mentioned below.

**Levels of the cognitive
domain**

**Levels of the psychomotor
domain**

**Levels of the affective
domain**



7. What action verbs are used for stating the objectives of the annual plan and the daily lesson plan?
8. Is your practice of stating objectives focusing on higher levels or lower levels of the objective domains? Why?

Key Ideas

Instructional planning is a process of putting and organizing the necessary information, instructional objectives, contents and materials, instructional activities, and assessment mechanisms ahead of time before the commencement of the instructional activities under the institutional environment.

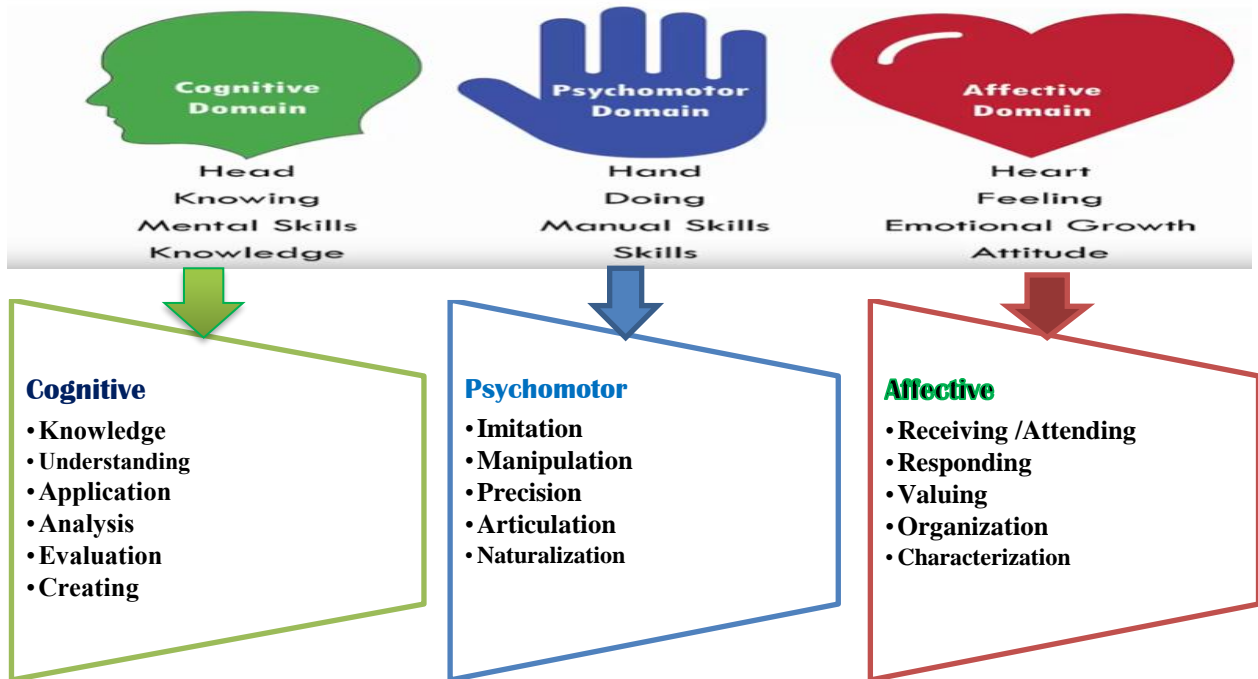
Instructional planning is an important way for teachers to strategically decide what their students will learn and how they will learn it. The basic questions of planning to be addressed include: Why to teach? What to teach? Whom to teach? How to teach? Where to teach? How much to teach? and when to teach?

➡ For successful teaching-learning, creating constructive alignment among the learning objectives, learning activities and assessments with one another is decisive (Biggs & Tang, 2011). By aligning the learning activities and the assessment to achieve the same objective, you guarantee students will focus on matters relevant to the end goal. Creating an



environment that supports what and how students learn will lead to the intended results.

Bloom's taxonomy of educational objectives and its revised version of the three domains are presented in the tables below.



Session 5.2: Developing annual plan and lesson plans

Session Introduction

This session informs trainees to practically develop their annual plan and daily/weekly lesson plans that can be sampled for future trainees. Besides, after developing their sample annual and lesson plans of their own, they will also judge the strong and weak sides of their plans compared to the attached sample annual plan and daily lesson plan (vertical and horizontal) formats.



Session Objectives

After completing this session, trainees will be able to:

- Develop the sample annual plan using the subjects they are teaching.
- Develop a sample lesson plan in selected lessons and conduct micro-teaching.
- Evaluate their plans (annual and daily plans) based on the attached annual and daily lesson plan formats.

Activities

Activity 1

Dear trainer, by recognizing the different formats of both the annual plan and daily lesson plans for different subjects, try to give trainees chances to develop the following practical activities.

1. 1st group, three trainees from the same subject to work together and ask them to take one chapter of their subject area and develop a sample annual plan.
2. Based on their developed annual plan, order them also to take one lesson, develop a lesson plan, and present it to the class.
3. After their presentation, try to allow the other group members to comment on their annual plan and daily lesson plan on how they state objectives from the three domains, on the annual and lesson plan formats, the involvement of different activities, assigning roles to teachers and students' tasks, presenting appropriate teaching methods, instructional media and assessment mechanisms.

Key Ideas

Across the globe, different formats of instructional plans for both the annual plan and daily/weekly lesson plans are presented for different subjects. Although there is no agreed upon one best-fit format for instructional planning, attached below as a sample annual plan and daily lesson plan formats can serve as your guiding references.

SAMPLE 1:

Long Range Plan/Annual plan format

Name of the school _____ Total No. of school working days of a year _____
 Teacher's Name _____ Total No. of periods of the subject in a year _____
 Subject _____ Total No. of periods of the subject per month _____
 Grade _____ Total No. of periods of the subject per week _____
 Academic year _____

Semester	Months	Weeks	Dates	General Objectives	Contents (Main Topics and sub-topics)	Teaching-Learning Methods	Instructional Media	Assessment techniques		Remarks
								Formative CA	Summative CA	

One	Sept.	1 st 2 nd 3 rd		At the end of this unit students should:	Unit 1 _____ 1.1 _____ 1.2 _____ 1.3 _____	Discussion Demonstration Lecture	Models Real objects Pictures		Class work Home work Quiz etc.	
One	Oct.	1 st 2 nd 3 rd		At the end of this unit students should:	Unit 2 _____ 2.1 _____ 2.2 _____					
One	Nov.	1 st 2 nd 3 rd		At the end of this unit students should:	Unit 3 _____ 3.1 _____ 3.2 _____ 3.3 _____					
Two	Feb.	1 st 2 nd 3 rd 4 th		At the end of this unit students should:	Unit 4 _____ 4.1 _____ 4.2 _____ 4.3 _____					
Two	Mar.	1 st 2 nd 3 rd 4 th		At the end of this unit students should:	Unit 5 _____ 5.1 _____ 5.2 _____ 5.3 _____					

Teacher's signature _____

Department head's name _____ Sign _____ Date _____

Director's name _____ Sign _____ Date _____

SAMPLE 2

Vertical format of the Daily Lesson Plan

- Name of the School _____ Date _____
- Teacher's Name _____ Duration of a period _____
- Subject _____
- Grade and Section _____
- Main topic _____
- Sub-topics: _____

Significance of the lesson _____

Prerequisite knowledge: _____

Specific Objectives:

- At the end of this lesson, students will be able to:
 1. _____
 2. _____

3. _____
- **Activity1.** _____ (___ minutes)
 - **Instructional Media:** _____
 - Teaching-learning procedures (before, beginning, during and after the lesson)
 - _____
 - _____
 - _____
 - **Activity2;** _____ (_____ minutes)
 - **Instructional Media:** _____
 - Teaching-Learning procedures:
 - _____
 - _____
 - _____
 - **Activity3.** _____ (_____ minutes)
 - **Instructional Media:** _____
 - Teaching-Learning procedures:
 - _____
 - _____
 - _____
 - _____
 - General assessment methods (lesson evaluation)
 - _____
 - _____
 - Supporting mechanisms: _____
 - Feedback and Correction: _____
- Teacher's signature _____
 Department head's name _____ Sign _____ Date _____
 Director's name _____ Sign _____ Date _____

SAMPLE 3

Horizontal format of a daily lesson plan

Date of lesson: _____

Name of the teacher _____

Subject: _____ Grade level _____ Duration of the period _____

Main topic: _____

Title of session: _____

Prerequisite knowledge: _____

Specific objectives: By the end of the session the students will be able to...

- a) -----
- b) -----
- c) -----

Didactic elements	Teacher activity	Time	Student activity	Instructional materials	Assessment activities
1. During Introduction _____ _____	<ul style="list-style-type: none"> • _____ • _____ • _____ 		<ul style="list-style-type: none"> • _____ • _____ • _____ 		
2. During Presentation _____ _____	<ul style="list-style-type: none"> • _____ • _____ • _____ 		<ul style="list-style-type: none"> • _____ • _____ • _____ 		
3. Stabilization (summary) _____ _____	<ul style="list-style-type: none"> • _____ • _____ • _____ 		<ul style="list-style-type: none"> • _____ • _____ • _____ 		
4. Checking and Evaluation _____ _____	<ul style="list-style-type: none"> • _____ • _____ • _____ 		<ul style="list-style-type: none"> • _____ • _____ • _____ 		

Teacher's signature _____

Department head's name _____

Director's name _____

Sign _____ Date _____

Sign _____ Date _____

Take away resources

- Cohen, S. A. (1987). Instructional alignment: Searching for a magic bullet. *Educational Researcher*, 16(8), 16-20.
- Biggs, J. Constructive Alignment in University Teaching, HERDSA Review of Higher Education. 1 (n.d.). Available online: <https://www.herdsa.org.au/>.

Unit Six: Mental Health and Psycho-social Support for Teachers and School Leaders (3 hrs.)

Session 6.1: Assessment/Identification of Students with Psychosocial Problems in schools/Classrooms

This section focuses on two major issues; the first part is concerned with the description of common mental health and psychosocial problems in conflict driven areas and then gives a brief summery on the mechanisms of identifying students with the common mental health and psychosocial problems



Lesson Objectives

At the end of this chapter trainees will be able to:

- Distinguish Common Psychosocial problems
- Identify common symptoms of psychosocial problems
- Understand the identification mechanism to be used in classrooms/schools

Brainstorming questions:

1. What are the major mental health and psychosocial needs of students
2. How do you think teachers can identify children with specific mental health and psychosocial needs?



Key takeaways

Emergencies can trigger a range of emotional and social problems in students. These challenges can significantly impact their well-being. Teachers play a crucial role in identifying these issues by the symptoms they observe, which may include

- Stress symptoms, symptoms anger, frustration, feeling guilty, powerlessness, passiveness, low self-esteem, conflict with others, aggression and withdrawal, lack of energy and motivation, problem of concentration, memory are to mentation some.
- Anxiety symptoms, with symptoms like Feelings of guilt and worthlessness, worrying a lot about problems and the future, sleep problems, loss of appetite, frustration and lack of energy
- Depression Symptoms: deep sadness which lasts for days or months, worrying, feelings of guilt and worthlessness, social withdrawal, sleep problems, lack of appetite or overeating, agitation, lack of energy, suicidal ideation.
- Loss and grief symptoms, Shock and denial, students admit it happened but avoid thinking and feeling about the loss, emotionlessness, constant crying, deep sadness, anger and feelings of revenge, inability to focus on school work
- Post-traumatic stress disorder (PTSD) symptoms: feeling insecure, intrusive memories, flashbacks, nightmares and sleeping problems, avoiding situations that refer to the

traumatic event, avoiding contact with people, hyperactivity, concentration problems and learning difficulties.

- Educational difficulties symptoms, Problems in reading and/or writing, Poor memory, Problems in paying attention, Trouble following directions, Lack of academic motivation, time management problems
- Students with health problems, or physical disabilities: Students with health problems or physical disabilities may face challenges at school, such as not being able to participate in all of the activities. Support and equipment needed for people with special needs may not be available. Some children may also have injuries or disabilities as a result of the conflict and they are likely to need extra emotional support
- Aggression Symptoms: Often quick-tempered, opposing orders from others, not doing what is asked, not taking and accepting responsibility for their own behaviour, revengeful, and nervous, delinquency: fighting, intimidating, continuous lying, hurting others directly or indirectly.
- Bullying and school violence: In emergencies bullying (physical, verbal, humiliation, exclusion etc.) and school violence often increase as students are faced with multiple problems in and out of school. Having experienced traumatic incidents, they may express their anger and pain through violence.

Where displacement has occurred, classes will need to include students from different locations and ethnicities and this can also lead to violence.

- Gender based violence, child marriage and domestic violence Symptoms: Survivors of gender-based violence are unlikely to talk to anyone about what has happened to them. Teachers may notice changes in the behaviour of students after a sexual assault, such as loss of self-esteem, poor academic performance, being afraid to be alone or go outside, frequent crying. Students experiencing domestic abuse may isolate themselves from other classmates, have low self-esteem, show aggressive behaviour, miss classes, and could show signs of depression and anxiety.

TIPs Identification Methods

The very important and critical stage in helping students with different mental health and psychosocial problems is identification. Mental health and psychosocial wellbeing may be hard to measure but what we need in such kinds of contexts is not a complicated clinical diagnosis and assessments, rather it's a simple identification of a student's having any kind of psychosocial compliant. For our purpose we can employ the following identification mechanisms in the school or classrooms:

1. Interviewing /asking questions for students
2. Using key informants from students, teachers and other staffs
3. Observing students in different activities
4. Academic performance (e.g., exam results)
5. Community based discussion
6. Students' discussion forums
7. Talking to parents/other teachers

Session 6.2: Supporting Students with Mental Health and Psychosocial Problems

After identifying students with major mental health and psychosocial problems a teacher is expected to provide help and support as far as the problem severity is concerned. Teachers have a critical role to play in supporting students who have experienced psychosocial distress because teachers are often mentors or authority figures in children's lives and students may look up to them as role models or ask them for help or guidance There are a number of strategies that teachers can use to support students. Therefore, the section covers major psychosocial interventions within the school or classroom context such as social emotional learning, psychological first aid and tackling stigma and discrimination.



Lesson Objective

At the end of this chapter, teachers will be able to:

- understand the essence of social and emotional competencies
- Identify Social Emotional Learning (SEL) competency domains
- Identify specific strategies to improve (SEL)
- Understand what Psychological first aid (PFA)

-
- Carry out psychological first aid (PFA)
 - Identify the ways to tackle stigma

Brainstorming Questions

- What does social and emotional learning mean
- Have you ever heard about Psychological First Aid (PFA) before? What does it mean?
- Have you ever experienced stigma and discrimination? How has it affected you?



Takeaways

Social and Emotional Learning (SEL)

Social and emotional Learning (SEL) is an approach that teachers can use to support children and make them more resilient and better able to cope in emergencies.

SEL involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions.

Social emotional learning (SEL) involves five key areas:

- Self-awareness: Recognizing emotions, strengths, and weaknesses.
- Self-Management: Regulating emotions, setting goals, and staying motivated.
- Social Awareness: Empathizing with others and appreciating differences.
- Relationship Skills: Communicating effectively, cooperating, and resolving conflict.
- Responsible Decision-making: Considering consequences and acting ethically.

Social-emotional learning (SEL) benefits everyone involved in a school community.

Benefits:

- Students: Improved decision-making, academic performance, social skills, emotional management, and relationships.

-
- Teachers & Staff: Reduced negative student behaviour and a more positive school environment.
 - Community: Lower rates of bullying, violence, and juvenile crime.

Strategies for implementing SEL:

1. Providing individualized support to students who need it, integrating SEL principles throughout the school day, and creating opportunities for leadership development.
2. Establishing clear expectations and routines, teaching social problem-solving skills, and fostering a growth mindset through exploration all contribute to a positive and structured learning environment.
3. Equipping students with emotional regulation skills, building empathy and understanding, and teaching personal growth strategies empowers them to succeed both academically and socially.

Psychological First Aid (PFA)

Psychological first aid (PFA) is an intervention to respond to the psychosocial needs of children, adults, and families affected by distressing experiences. Most of the time psychological first aid has to be carried out as soon as possible after an incident. It is an evidence-informed approach that is built on the concept of human resilience aimed at reducing stress symptoms and assist in a healthy recovery following a traumatic event, natural disaster, public health emergency, personal crisis etc. In emergency affected schools, teachers may face this situation quite frequently in their work. In doing so, teachers need to support students' safety; basic needs, and identify signs of mental health and psychosocial problems. PFA is not psychiatric or professional mental health treatment, rather a strategy to reduce stress reactions by providing support at spot.

Psychological First Aid is:

- Not something only professionals can do
- Not psychological debriefing
- Not professional counselling or therapy

-
- Not encouraging a detailed discussion of the event that has caused the distress, traumatic experiences, and losses
 - Not asking someone to analyse what has happened to them
 - Not pressing someone to talk for details on what happened
 - Not pressuring people to share their feelings and reactions to an event.
 - Not something that everybody who has been affected by an emergency will need.

Purpose of Psychological First Aid

Students facing challenging events need support from family, teachers, and their immediate environment for a healthy recovery. Similar to medical first aid for physical injuries, psychosocial first aid (PFA) offers a framework to address emotional and behavioural responses to distress. Psychological First Aid focuses on creating a safe and supportive environment, restoring a sense of control through clear communication and routines, fostering connection through active listening and identifying support networks, and empowering students by reminding them of their strengths and modelling healthy coping mechanisms.

This comprehensive approach from caring adults can significantly improve students' recovery and reduce the risk of long-term mental health problems.

Who needs PFA? Psychological First Aid can help everyone including children, adolescents, adults, elders, families, and communities who have been exposed to a traumatic or emergency incident. However, note that, everyone who experiences a crisis event may not need or want PFA. Therefore, don't force help on those who don't want it but make yourself available and easily accessible to those who do.

When should PFA be provided? Psychological first aid needs to be provided upon first contact with highly distressed people, usually immediately following an event or sometimes a few days or weeks later if people have delayed reactions.

Where PFA should be provided? PFA can be provided in a safe location for you and the affected person. However, privacy is essential for confidentiality and to respect the person's dignity, for those who have been exposed to crisis events such as sexual violence.

preventing and Tackling Stigma/Discrimination

Exercise Questions

1. Explain how discrimination can negatively impact a student's recovery from trauma.

Scenario-Based Question:

You are a teacher in an emergency school. You notice a new student who often sits alone at lunch and avoids participating in class discussions. How could you approach this situation to help the student feel more welcome and reduce the risk of self-discrimination?

TIPs

Students in conflict zones attending emergency schools face a double challenge: recovering from the trauma of the conflict itself, and potential discrimination within the educational environment. This discrimination can come in two forms:

- Discrimination by perception: When a student is treated unfairly due to a misconception about their background, disability, or other characteristic.
- Self-discrimination: When a student who has experienced conflict isolates themselves due to anxieties or a feeling of not belonging in the new social environment.

Discrimination can have a significant negative impact on students' well-being, leading to feelings of isolation, inadequacy, and even physical health problems like sleep issues and fatigue. This can further hinder their recovery from the initial trauma.

Session 6.3: Integrating MPHSS in to the Teaching – Learning process

Discussion question:

What do you think is the most significant challenge in integrating Mental Health and Psychosocial Support (MHPSS) into teaching and learning, and how do you propose addressing it?

Mental Health and Psychosocial Support, is crucial for creating a positive learning environment and fostering student well-being. Students may not intentionally set out to misbehave; they usually do it for a reason

Key Issues:

-
- **Teacher Training:** Teachers may not feel equipped to handle student mental health concerns. Training on recognizing signs of distress, providing basic support, and knowing when to refer students is essential.
 - **Stigma:** Mental health issues can be stigmatized. Creating a safe space for open communication and normalizing seeking help is vital.
 - **Resource Constraints:** Schools may lack dedicated mental health professionals. Building partnerships with community resources and exploring virtual support options can help bridge the gap.
 - **Time Constraints:** Integrating MHPSS effectively shouldn't overburden teachers. Finding ways to weave it seamlessly into existing curriculum is key.

Approaches:

- **Social-Emotional Learning (SEL):** Integrating SEL activities into lessons equips students with skills like self-awareness, stress management, and healthy relationships. This builds resilience and supports mental well-being.
- **Positive Classroom Climate:** Create a supportive and inclusive environment. This includes fostering respectful communication, celebrating diversity, and promoting collaboration.
- **Mindfulness Practices:** Simple mindfulness exercises like guided breathing or meditation can help students manage stress and improve focus.
- **Check-Ins:** Regularly check in with students informally to gauge their well-being. This can be done through open discussions, short surveys, or anonymous reflection prompts.
- **Referral Network:** Develop a clear system for referring students who need more specialized support. This could involve school counselors, psychologists, or external mental health services.

Session 6.4: Stress Management, Burnout and Self-care

Discussion questions

1. What are some common signs of stress in the workplace?
2. How do you currently manage stress in your daily life?

Stress management, burnout, and self-care is crucial for maintaining overall well-being. Stress can manifest physically, emotionally, and behaviourally, and if left unmanaged, can lead to burnout, which is characterized by exhaustion, negativism, and decreased professional competence. Effective strategies for managing stress and preventing burnout include implementing self-care practices, setting healthy boundaries, maintaining a work-life balance, and seeking support from others. Additionally, recognizing the symptoms of burnout and seeking help early on can prevent the condition from worsening.

While stress is common, especially in emergencies, it's crucial to manage it for good health. Finding healthy coping mechanisms is key to avoiding negative effects. There's no one-size-fits-all solution, so experiment and discover what works for you. Whether it's relaxation techniques, social connection, exercise, or healthy habits like sleep and diet, there are numerous strategies to incorporate into your daily routine. By taking care of yourself and seeking support when needed, you can effectively manage stress and maintain your overall well-being.

Common signs of stress in the workplace include chronic fatigue, irritability, lack of motivation, decreased job satisfaction, increased absenteeism, higher turnover rates, communication breakdowns, conflicts, and decreased collaboration. Effective strategies for managing stress include implementing self-care practices such as mindfulness, exercise, and healthy habits; setting healthy boundaries; maintaining a work-life balance; seeking support from others; and recognizing the symptoms of burnout and seeking help early on.

[Burnout: Prevention and Recovery](#)

Burnout prevention tips

- Start the day with a relaxing ritual and ensure that you take breaks
- Adopt healthy eating, exercising, and sleeping habits.
- Don't take on too many responsibilities and delegate tasks to others
- Create a work/life balance
- Take a daily break from technology and social media

-
- Learn how to recognize and manage stress