



SAGE Professional Development Programme



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The SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe.

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SAGE Professional Development programme

As a gender transformative education programme, SAGE seeks to work at multiple levels to promote and improve education for girls by tackling the root causes of gendered social and economic barriers and creating an enabling environment for transforming unequal gender norms. The SAGE programme aims to provide out-of-school learners with high-quality, accelerated learning in community-based learning settings and to eliminate barriers to education through free, accessible, inclusive and flexible learning opportunities. Community Educators (CEs) are also provided with continuous professional development (CPD) to enhance their capacity to deliver inclusive, gender-responsive pedagogy.

Introduction to the SAGE Professional Development programme

Welcome to this professional development package, which aims to support you and your learning programme with a wide range of ongoing professional development activities to support educators.

This package covers six core themes:

- Establishing the SAGE learning programme
- Teaching and learning on SAGE
- Assessing learner progress
- Supporting individual learners
- Supporting learners at a distance
- Developing professional practice.

If your learning programme follows the SAGE Communities of Reflective Practice (CORP) model, your CORP handbook (see Section 6) provides information on how these six core themes link to the nine CORP themes.

Note: SAGE is designed for learners who have never been to school or who left school before they reached Grade 3 (aged 7 or 8).

The purpose of this document

Within each section of this document, you will find a range of resources to support the ongoing professional development of your educators. The resources include multi-day training programmes, case studies, facilitator notes and handbooks. The training programmes are designed to be delivered face-to-face, but there are also examples of how professional development can be delivered remotely, for example, using a shared platform like WhatsApp.

The resources outlined in this document provide you with a starting point, and they have been designed to be adapted to the needs of your programme and context. Each resource has its own unique number. All of the resources have been provided as individual documents to make printing and sharing easier.

The SAGE professional development resources are published under a Creative Commons attribution licence (<https://creativecommons.org/licenses/by-sa/4.0/>). This means you can use and adapt the materials to suit your own learning programme. However, you must recognise the source material by including an acknowledgement to the material. We suggest

that if you do adapt the materials, you cite the title and link to the original publication at the end of your document(s) when resharing your new version under the same licence.

Approaches to facilitation

The SAGE approach to professional development has been designed to employ both face-to-face and remote delivery. Different delivery styles can be utilised depending on your context. For example, WhatsApp training is useful for regular sessions where travel distances may prevent regular in-person trainings. Your programme may decide to meet only face-to-face at specific points in the year or when introducing or revisiting more interactive teaching pedagogies.

SAGE suggests two models of facilitation (Figure 1). Both models require the same Plan, Do, Reflect and Review process, which aligns to the SAGE four-part teaching and learning approach.

Model 1 aligns with remote (WhatsApp) training sessions and relies on interaction with pre-readings in the form of case studies and/or examples of practice. It also requires participants to share their reflection and/or engage in discussion via top tips or prompts provided by the lead facilitator. In Model 2 (face-to-face or in-person), there is more opportunity for participants to engage directly with aspects of practice through activity-based engagement in small groups. The reflection session can be more dialogic with participants building on each other's contributions.

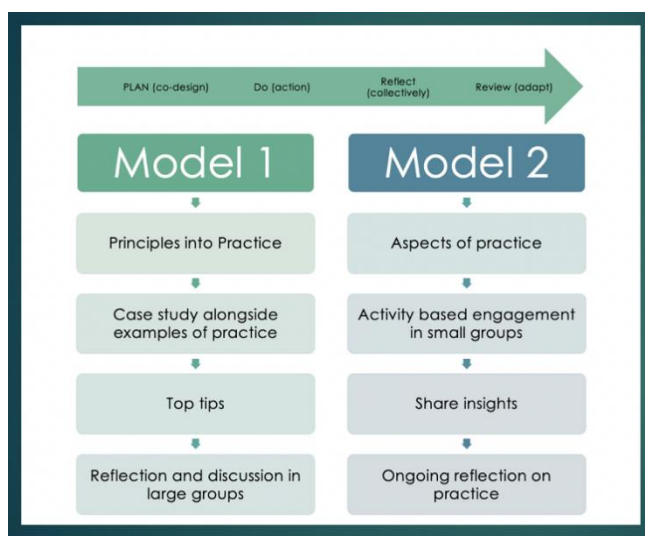


Figure 1 Two models of facilitation

The structure of the WhatsApp platform allows for the development of side discussion groups using different channels. For example, a main group discussion may involve all participants, but a facilitator-only group allows facilitators to talk about the session, to iron out any difficulties or to discuss challenges.

WhatsApp practicalities

- Note, all members of a group will be able to see the phone numbers and names of all other members in the group. Ensure risks associated with this are accounted for and mitigated, including if group members are using someone else's or shared devices. Only

add users to groups if you have their consent to do so and think carefully about the size and membership of your group.

- You can only add participants you have saved in your contacts to groups. To add participants who are not in your contacts, it is possible to share an invite link. As this is easily misused, however, this is not recommended.
- You may wish to set up a Code of Conduct with participants to ensure appropriate online behaviour and to provide a link to it in the group description.
- SAGE does not endorse the use of WhatsApp groups to engage with children and young people.

Please note

The activities provided in the SAGE Professional Development programme are designed to support a learning programme. It is for the individual learning programmes to ensure that relevant safeguarding and ethical procedures are included within the programme's standard operating procedures.

Safeguarding

Safeguarding is everyone's responsibility. Using these SAGE resources means applying universal principles of safeguarding for vulnerable people, including children and young people, and those with disabilities.

SAGE session guides and learner workbooks have safeguarding practice integrated into them. For wider circulation purposes, the information specific to SAGE's partner organisations has been removed. However, as a service provider, it is your responsibility to adhere to the relevant safeguarding standards in your area of operations and to include this within your own adaptations and/or training materials. For SAGE, we decided it was key for learners and volunteers to be provided with the following information on safeguarding in their local language: how they should expect to be treated by the educators, project staff, partners and community members who they come into contact with as part of SAGE, and we included detail about the reporting mechanisms learners should use if they feel unsafe. You may find it helpful to include similar information for your own programme.

1. Establishing the SAGE learning programme

This first section of the **SAGE Professional Development** programme provides you with useful introductory activities to the SAGE teaching and learning principles to a new area or district. To establish a SAGE learning programme in your district/area, you will need to involve key stakeholders, including district officials, community members, local businesses and supporters, and the learners who will benefit from the programme.

There are four sets of documents in this section. The facilitator notes can be used in face-to-face training sessions or via a shared platform, such as WhatsApp. Participants will need the supporting materials (case study, top tips, etc.) to read in advance of the training.

Note: You will need to create your own pamphlet (1b) and ppt. (1c) that explains the context of your own programme.

Set one

- 1a. Introducing the SAGE learning programme – facilitator notes
- 1b. SAGE pamphlet
- 1c. SAGE orientation
- 1d. Resources for educators – confidence audit
- 1e. Resources for educators – top tips

Set two

- 1f. Establishing the SAGE learning programme – facilitator notes
- 1g. Setting up your progress book – handout 1

Set three

- 1h. Creating an effective learning environment – facilitator notes

Set four

- 1i. Welcome Weeks – welcoming learners onto the SAGE programme
- 1j. Reflecting on Welcome Week – facilitator notes

2. Teaching and learning on SAGE

There are **seven sets** of documents in this section that you can use with educators to support their own subject knowledge and learning. The facilitator notes can be used in face-to-face training sessions or via a shared platform, such as WhatsApp. Participants will need the supporting materials (case study, top tips, etc.) to read in advance of the training.

Note: It is important for your SAGE programme to have a training session with all your facilitators/educators before the start of each of the six SAGE modules. These meetings provide an important opportunity to familiarise everyone with the resources, ensure the quality of teaching on your programme and to reinforce the inclusive, gender-responsive pedagogical approaches advocated by SAGE. It is also a chance for educators to reflect on learners' experience, to discuss learning progress and to share good practice. We also advocate that every workshop session includes safeguarding training.

Set one provides all the information you need to learn about teaching learners to read in English. You will need to familiarise yourself with *The main sounds of English* document and the *SAGE Audio booklet*. For facilitators, there is an additional resource, the *Teaching Early Reading in Africa with African Storybook* course. This course is available as a printed resource (in this document), or if participants have internet access and a smart device, they can complete the [course online](#) or by scanning the QR code below:



SCAN ME

In **Set two**, the *Effective practice, effective learning* cards link to a set of short films highlighting the good practice observed in SAGE learning hubs. You can access the films and all other SAGE supporting resources [online](#) or by scanning the QR code below:



SCAN ME

Sets three – six provide examples of training (face-to-face and virtual) that introduce participants to the next SAGE module, with a specific focus on particular groups of learners. **Set three** is a full two-day training session with opportunities for microteaching, discussion and the introduction of new activities to support Module 1b learning.

Sets four to six include key activities linked to a specific theme. You will need to tailor the training to suit the needs of your programme.

Set seven provides additional resources you may wish to provide for your learners. Other supporting resources are found on the SAGE website (QR code and link above).

Set one

- 2a. SAGE phonics activities booklet
- 2b. The SAGE audio booklet
- 2c. Teaching Early Reading with African Storybook course
- 2d. The main sounds of English

Set two

- 2e. Effective practice, effective learning – learning cards

Set three

- 2f. TESSA Inclusive Education Toolkit – preparatory reading
- 2g. Including all learners (Module 1b) – facilitator notes
- 2h. Including all learners – handout 1
- 2i. Including all learners – pedagogical principles

Set four

- 2j. Supporting learner progression (Module 1c) – facilitator notes

Set five

- 2k. Getting ready for Module 2a – a case study
- 2l. Getting ready for Module 2a – facilitator notes

Set six

- 2m. Recognising learner progression (Module 2b) – facilitator notes

Set seven

- 2n. SAGE Storybook
- 2o. SAGE Module 1a Learners' Support Pack

3. Assessing learner progress

There are **three sets** of documents in this section. They are designed for you to use with educators to enable them to understand and implement the SAGE approach to assessing learner progress through the programmes' innovative **Learning Progress Assessments (LPA)**.

The facilitator notes can be used in face-to-face training sessions or via a shared platform, such as WhatsApp. Participants will need the supporting materials (handbooks, case studies) to read in advance of the training.

In SAGE, there are three points of assessment:

1. The Initial Progress Assessment (at the start of the programme)
2. The Mid Progress Assessment (at the mid-point of the programme)
3. The End Progress Assessment (at the end point of the programme).

SAGE refers to these assessments as the IPA, the MPA and the EPA.

There are **three sets** of documents. The guidance materials will help teachers, educators and volunteers in schools to understand their learners as a whole class and also as individuals. Through their understanding of these assessment documents, educators will be able to benchmark, track and conclude if they have been able to assist learners to improve in their learning journey.

Note: You will find it helpful to first read through and familiarise yourself with the **Set one** documents. These three documents contain all the information you need to implement the SAGE approach to assessment. SAGE follows an assessment *for* learning approach: to use this effectively you will need to set up a **progress book** to keep track of learners' ongoing progress.

Set two documents help you to analyse the LPA data, understand a learner's attainment profile and to help you set targets for next steps in learning.

Set three documents provide examples of training you may wish to use with educators.

Note: SAGE is designed for learners who have never been to school or who left school before they reached Grade 3 (aged 7 or 8).

Set one

- 3a. Setting up your progress book
- 3b. Placement Screening Tool – guidance notes
- 3c. Learning Progress Assessments – guidance notes

Set two

- 3d. Learning Progress Assessments – undertaking, analysing and target setting
- 3e. Learning Progress Assessments Dashboard

Set three

- 3f. Carrying out learner-centred progress assessments – a case study
- 3g. Introducing learner-centred progress assessments – facilitator notes
- 3h. Handout 1 – follow-up guidance
- 3i. Carrying out learner-centred progress assessments – virtual facilitator notes



Please note

We strongly advise that teachers, educators and volunteers familiarise themselves with the principles of SAGE assessment and take time to understand each document and to go through each one in detail, section by section. We also suggest that educators practise the assessments on each other before piloting with learners. The Learner Progress Assessments are not a test. They have been designed to help educators identify the needs of their learners and to help them learn through targeted methods that will lead to improvements at a subject level or areas within a subject.

4. Supporting individual learners

The SAGE programme is committed to supporting all learners, ensuring that they feel welcome and are successfully enabled to access learning. Some of your learners will have additional needs, including physical, emotional, mental and learning needs. In order to teach them appropriately, you need to know the best way to teach them and that is the aim of this section of the **SAGE Professional Development** programme.

This **Disability Directory** provides you with a toolkit of information which can support you in teaching each learner in the way that suits her needs. This set of documents explains the importance of recognising which learners need more support to take part in learning. You should read this section first. The following sections share important information about a range of different *conditions* learners may experience. These include learners with a hearing or visual impairment, learners who may have a physical disability or a health-related condition like albinism or epilepsy. In addition, there is information about recognising learners who may have developmental or intellectual impairment, as well as learners who may have a learning difficulty like dyslexia, or speech and language difficulties.

Familiarise yourself with all the information but pay particular attention to the needs of learners in your learner setting. Not all learners you teach will have a declared condition, as it may be that it is as yet undiagnosed.

There are **nine separate** documents in this section but together they make up the SAGE Disability Directory.

- 4a. Recognising learners who need more support to take part in learning
- 4b. Hearing impairment
- 4c. Hearing impairment – simple sign language
- 4d. Visual impairment
- 4e. Physical impairment
- 4f. Development or intellectual impairment
- 4g. Development or intellectual impairment
- 4h. Dyslexia, speech and language difficulties – part one
- 4i. Dyslexia, speech and language difficulties – part two
- 4j. What is autism?
- 4k. Health-related conditions – albinism
- 4l. Health-related conditions – epilepsy

IMPORTANT

You may feel that a learner has additional needs but that they do not have a diagnosis. It may be the case that specialist medical knowledge is needed to diagnose and plan how to respond to a particular condition. It is important that you follow your programme's standard operating procedures and the usual reporting procedures set by your Ministry and/or local education authority (or similar).

5. Supporting learners at a distance

The SAGE programme is committed to supporting all learners to access and continue with their learning. There may be times when it is more difficult for learners to attend face-to-face learning sessions. The SAGE programme has provided three additional different modalities to support ongoing learners at a distance, all of which were successful in supporting learners during the Covid-19 lockdowns (2020–21): One-to-one learning visits, telephone learning conversations and small group learning. A key priority at this time was to keep in touch with learners to support their safety and wellbeing, when the context led to increased vulnerabilities. Embedded in the *Supporting learners at a distance* professional development resources is this emphasis on maintaining contact with learners to support wellbeing.

There are **three sets** of documents that you can use with educators to help them better understand facilitated distance learning. The facilitator notes can be used in face-to-face training sessions or via a shared platform, such as WhatsApp. Participants will need the supporting materials (tools and case studies) to read in advance of the training.

The **Set one** activities will help your programme’s project coordinators (or equivalent) support your SAGE educators.

The **Set two** activities will help your educators support the learners in your SAGE learning programme.

The **Set three** documents provide you with a complete set of module learning cards to support the three modalities of distance learning.

Set one

- 5a. Supporting educators at a distance – a case study
- 5b. Supporting educators at a distance – facilitator notes

Set two

- 5c. Key principles for supporting learners at a distance
- 5d. Principles into practice (starting where learners are)
- 5e. Supporting learners at a distance – a learning conversation tool
- 5f. Strengthening learning conversations – a case study
- 5g. Strengthening learning conversations – facilitator notes

Set three

- 5h. Module 1a learning card
- 5i. Module 1b learning card
- 5j. Module 1c learning card
- 5k. Module 2a learning card
- 5l. Module 2b learning card
- 5m. Module 2c learning card

6. Developing professional practice

In SAGE, we use a model of **Communities of Reflective Practice (CORP)** to acknowledge that educators work best when they are engaged in ongoing professional and collaborative dialogue. This might be within a learning setting, informally across learning settings, or through a more formal process of ongoing reflective practice.

There are **two sets** of documents that provide you with useful professional development activities that you can use with educators to support their own professional practice. The facilitator notes can be used in face-to-face training sessions or via a shared platform, such as WhatsApp. Participants will need the supporting materials (case study, handbook, top tips, etc.) to read in advance of the training.

Set one

6a. Developing Sustainable Communities of Reflective Practice handbook

Set two

6b. Embedding reflective practice at learning-setting level

6c. The CORP reflection process – a case study

6d. Supporting reflective practice – preparatory activity

6e. Supporting reflective practice – facilitator notes

You can use these **two sets of** documents on their own, or in conjunction with the **Developing Sustainable Communities of Reflective Practice (CORP)** handbook. The six SAGE Professional Development programme themes cross reference with the nine CORP themes as follows:

- Teaching and learning on SAGE
 - Building my teaching and learning skills
- Assessing learner progress
 - Identifying learner needs
 - Recognising learner progress
 - Supporting learner progression
 - Strategies to support learners who are struggling
- Supporting individual learners
 - Including all learners/Supporting all learners
 - Supporting students with specific needs
- Supporting learners at a distance
 - Maintaining effective relationships
- Developing professional practice
 - More information can be found in the Developing Sustainable Communities of Reflective Practice (CORP) handbook.

Summary

It is widely acknowledged that the quality of teaching is the number one factor that impacts on a learner's attainment. On SAGE, we believe that in order for learners to access and enjoy positive learning experiences they need to be taught by engaged and informed educators, who understand the value of their own lifelong learning. We hope that you find the resources in this handbook a helpful starting point in planning your organisation's own professional development strand for the educators on your SAGE programme.