# TESSA Project logoMaking Teacher Education relevant for 21st Century Africa

## Skills to support active participation in learning

The table below highlights some of the skills that you need as a teacher educator in order to model active learning approaches successfully. For each skill, tick box 1, 2 or 3.

| **1. Secure:** I already have this knowledge/skill, and use it regularly in my practice | **2. Emerging:** I want to consolidate/know more about this and use more in my practice | **3. Aspirational:** I want to acquire this knowledge or skill and use it in my practice |
| --- | --- | --- |

| Knowledge/skill | 1 | 2 | 3 |
| --- | --- | --- | --- |
| **My knowledge of:** |  |  |  |
| … the school curriculum for the relevant age group |  |  |  |
| … subject teaching pedagogies |  |  |  |
| … how to break down difficult concepts to make the subject accessible to teachers/pre-service teachers |  |  |  |
| … which aspects of the subject that pupils and pre-service teachers find difficult and what misconceptions are likely  |  |  |  |
| … teachers/pre-service teachers as individuals, such as awareness of the knowledge and experiences that they bring  |  |  |  |
| **My practice:** |  |  |  |
| Planning sessions carefully in order to ensure a productive use of time and meaningful learning |  |  |  |
| Ensuring that all teachers/pre-service teachers have the opportunity to learn, and are challenged and supported |  |  |  |
| Use different types of questions, for example open and closed questions, and questions that probe understanding |  |  |  |
| Use of a variety of techniques to respond to teachers’ responses, for example asking questions to support a better response or elaboration, or avoiding being demeaning or critical |  |  |  |
| Use of a variety of teaching resources in my work with teachers/pre-service teachers |  |  |  |
| Use of pair work or groupwork to promote dialogue and sharing ideas |  |  |  |
| Use of different ways of organising groupwork, such as ‘expert’ groups or ‘jigsaw’ groups  |  |  |  |
| Providing opportunities for teachers/pre-service teachers to share and build on their previous experience and knowledge |  |  |  |
| Use of a variety of techniques to check understanding during teaching sessions (assessment to support learning) |  |  |  |
| Providing formative feedback on teachers’ assignments and work that makes clear what they have done well and what they need to do to improve |  |  |  |