This suggested one-day training programme (5 hours) supports educators with the knowledge on how best to establish a conducive learning environment within their specific educational setting.

You can adapt and change the suggested activities that best suit both your setting and the needs of your participants. The programme can support a range of stakeholders including, ministry and district officials, headteachers, teachers, community-based educators and community members.

You will need to plan your training days to include breaks, rest breaks and time for lunch etc. Consider introductory and plenary type activities to welcome participants and to consolidate learning.

This one-day training should be completed after the 12-14 hour training ***Introducing the SAGE learning programme*** and ***Establshing the SAGE learning programme.***

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One day-training: **Establishing an effective learning environment: How do learners learn?**

***Facilitator notes***

***Audience: Educators, project staff***

| **DAY 1 How do learners learn?** | **Objectives:**   1. To have an appreciation of the specific needs of older vulnerable learners, within an inclusive, gender-responsive approach 2. To strengthen educator’s knowledge of teaching strategies to aid girls with disabilities | | |
| --- | --- | --- | --- |
| **Time** | **Resources** | **Session Guiding Steps** | **Facilitator** |
| *15 mins* |  | **Introduction to Session**   * Participatory introductions * Objective sharing * Opening Remarks * Ground rules * Housekeeping issues   Lastly encourage everyone to relax, participate, share and learn as much as they can so as to enrich this 1 day encounter. |  |
| *30 mins* |  | **Feedback from Introducing the SAGE learning programme training** and **Establishing the SAGE learning programme**  Ask participants to write up on the flip paper any challenges questions they have from the first two days of training. |  |
| *90 mins* |  | **Inclusive education** **- introduction**  **Warmer: What makes me different? – 10 mins**   1. Ask the participants to think of 3 ways in which they think they might be unique in the group. This might be an experience (either in life, or teaching), a skill or ability, an attribute, a belief, etc. 2. Tell the participants that they should then mingle and ask as many colleagues if they share this attribute/experience/etc. by asking “*have you ever…? Or “can you…? Or “do you…?”* etc. Write these prompt questions on the board. 3. In plenary, take feedback on the most surprising/interesting thing that they heard.   **Classroom diversity – 20 mins**   1. Briefly follow on from the previous activity by asking if any of the participants have identified **areas of diversity** within the training group. Briefly take 2 or 3 examples. 2. Brainstorm ways in which students differ from each other in their classes.   *e.g. motivation, ways of learning, energy levels, concentration spans, previous knowledge, ability, communicativeness, maturity, gender, age, ability to cope with failure, confidence, learning resources, ability to reflect, confidence in speaking in front of others, parental support, etc etc.*   1. Briefly take contributions of examples of how this affects the learning processes in their classrooms. Be sure to elicit positive effects too. 2. Make the point that **inclusive education is about embracing diversity and difference** (of ALL children, including children with disabilities but including other areas of difference too). We are all different from each other in many ways and this brings richness and opportunity to the learning environment. 3. Confirm with participants that they understand the concept: **Inclusive education utilises learner-centred strategies.** (This will be discussed in more detail in the next activity.) |  |
| *60 mins* |  | **Thinking about inclusive approaches to learning that work well**  *Intro*. An international research project looked at learning outcomes for inclusive groups of young people. They systematically screened about 3,500 research papers and identified the features of pedagogy that worked well. These features were associated with positive measured outcomes for all learners  In groups of 5. Look at the following list of items. Which of the following do you think was found to be associated to associated with positive outcomes for all the class? Choose three.  In your group, discuss why you think this may be the case, or not, for each itme.   * Educators/ teachers had a supportive colleague, with whom they could discuss teaching issues. * A quiet classroom at all times. * Activities where learners engaged in discussions with other learners. * Having access to the best technologies * Activities that used a variety of materials and ways if presenting information. * Learners were given complete freedom about what they did. * Learning activities were meaningful for the learners.   Get feedback from the groups –e.g. by hands up voting [on board], and asking one or two groups about their thoughts for each.    Then indicate the key ideas the study highlighted.   * Educators/ teachers had supportive colleagues, with whom they could discuss teaching issues. * Activities where learners engaged in discussions with other learners. * Activities that used a variety of materials and ways if presenting * Learning activities were meaningful for the learners.   Is this what the group thought? Draw issues of different and agreement.  *Link.* One of the key influences on how educators engage with diverse groups of learners is their attitude towards difference and disability. Disabled learners’ experience of these attitudes shapes their beliefs about themselves. |  |
| *30 mins* |  | **Confidence Audit**  Ask participants to refer back to their completed Confidence Audits. In small groups let educators discuss their reflections – encourage them to be honest about their strengths and weaknesses.  Collect in the Confidence Audits so that you can plan follow up support. You may wish to ask educators to complete the Confidence Audit again in your follow up refresher trainings. |  |
| *90 mins* |  | **Attitudes to disability   Sharing experiences** In groups of 5 participants identify the key barriers to the participation of girls with disabilities in their environments  Invite a visitor with a disability to share their stories of growing up, going to school.  Other persons with disabilities in the group make their contributions. |  |
| 30 mins |  | What are our the group’s experiences in [your own country] of inclusive education?-  Participants discuss in groups of 5 their knowledge of practices regarding inclusive education in their different context focusing on how learners with disabilities are included in their settings |  |
| *120*  *mins* | Print copies or draw a picture using Appendix 1 of these faciliator notes. | **Sharing inclusive education strategies**  *Intro.* Thisactivity aims to draw upon wealth of teaching and life experience that the educators in the room will have. We will ask them to work in groups and share their thoughts about inclusive and student-centred strategies that they have come across in teaching or life situations.  It is useful for group members to have a diverse background, so assigning them to groups of five and getting them to move to share experience can be helpful. There are two activities: One is sharing their inclusive experiences, one is planning for inclusive learning.  **Activity 1  Sharing inclusive education strategies [45 minutes]**   1. Ask the participants to get into groups of five, with people then haven’t worked with yet. [this might take a couple of minutes depending on the room etc].   Ask the participants to think about of *examples of learner-centred or inclusive strategies, they have encountered in their lives or within their tea*ching. What do they feel makes the example[s] inclusive ?   1. Move through the room and facilitate identifying examples that are being produced. 2. Next ask one person from each group. To stand up and then move to another group, and to share the ideas of their group with the newgroup. [3 mins]. 3. Move through the room and facilitate identifying examples that are being produced.   Then draw together some of the examples that you have noted.  Write these on a flip chart/board.  Key things that are likely to emerge is that they are these example highlight that   * ‘inclusive education- always learner -cantered’. * They allow children and young people to participate fully in the lesson or activity. * There are different strategies e.g. seating plans, visual support, pacing lessons, and many will be helpful for other learners in the class. Move through the room and facilitate identifying examples that are being produced. * Getting to know your student and their needs, and access preferences is really helpful in understanding how to be inclusive. * They may also produce specific strategies for particular children/young people e.g. signing or braille or a special chair.   Having thought about individual strategies, lets move to thinking about planning for inclusion.  **Activity 2 Planning for inclusive teaching [45 minutes]**  Staying in their current groups of 5.   1. Ask the groups to think of ‘pen portraits’ of a learner who may have additional needs. This can include their name, age, disability or access needs *[5 mins]* 2. One member of each group stands up and joins a new group. 3. Ask the groups to look at the diagram ‘the three circles of inclusive learning spaces’: *Teaching, Physical, Social*. 4. Each group discusses the ‘new’ pen portrait, and what they could do to ensure this young person can fully participate in their lesson. Use the ‘three circles’ to think about what they might do. 5. Move among the groups and facilitate the discussions   **Write up** Teaching, Physical, Social as heading on the board.  Ask for examples for the groups under each of the headings [Also draw on good examples you noted yourself from the groups] Where possible highlight how these plans might support many leaners within the hub.  **Key point**  Trainers’ notes: Inclusive education isn’t something that necessarily requires special equipment. A lot of it is about positive teacher attitude and also being flexible and creative – believing that all students are capable of learning, getting to know your students, observing how they participate in class and trying out different strategies and methods. Having things like ramps for wheelchairs in schools, lighter classrooms for children with visual impairments and segregated toilets is very important too but there is a lot that’s within the educators control and that they can immediately do in your educational setting.”  **Activity 3**  **Understanding the referral process (30 mins)**  Spend time with participants discussing the specific referral strategies for their educational settings. For example, What are the processes that educators should follow? What safeguarding procedures are specifically important for vulnerable learners? |  |
| **15 mins** |  | **Brief Plenary Session**  ***Intro****.* This is to get across the idea of seeking feedback our what we do, also to get feedback for future development.  In pairs.  Write down:  Two things that they thought went well.  Two things that could be done differently, and indicate what might be better.  *Collect feedback papers.*  Then look at another way of getting feedback.  Ask everyone to close their eyes.  “Please raise a hand in the air. “  If you enjoyed this session stretch out five fingers. If you didn’t enjoy this session raise no fingers. If you enjoyed it a little raise three fingers.  Thank you for your feedback.  To Finish  “I’m going to read out some statements. Clap if you agree. Do not clap if you disagree...  Turn your back to the group.   * The session was too short. * The concepts were well explained * The session needed to be longer. * The session needed more practical examples. * There was too much group work   ***Key point.*** There are different ways of getting useful feedback on sessions, that do not need to involve writing, and so can be used by diverse groups. |  |
| **CLOSE OF SESSION** |  | **CLOSING COMMENTS** |  |

**APPENDIX 1 – Circles of inclusion**

