

This suggested two-day training programme (12 - 14 hours) supports educators and project staff with the knowledge on how best to introduce the next module, Module 1b to your programme. It's focus is on **Including all learners**. You can adapt and change the suggested activities that best suit both your setting and the needs of your participants.

There are two key messages:

1. **To support all learners to achieve Module 1b literacy and numeracy objectives, including those learners with disabilities.**
2. **To appreciate the differences between the SAGE teaching and learning principles and those often experienced in formal schools.**

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 two-day training should be completed after completing Module 1a.

Two day-training: **Including all learners – Introducing Module 1b**

Facilitator notes

Audience: Project staff and educators

Day 1 Including all learners	Objectives: <ol style="list-style-type: none"> 1. Reflect on Module 1a experiences 2. Develop learning about key principles of SAGE teaching and learning programme 3. Introduction to new learning topics of inclusion, assessment and managing mixed attainment groups 4. Familiarisation with Module 1b in preparation the new term 5. Map strategies to create safe hub learning environments 			
Time	Topic and Materials	Methodology and Content	Session facilitators	Resources
15 mins	Welcome and Objective sharing	Welcoming of participants by lead facilitator Lively greeting song Sharing of objectives Registers and materials to be shared with all participants Opening remarks		
60 mins	Hub Reflection	Ice breaker - 5 minutes Ask participants to write one of the following on a sticky note and to stick it on the wall. <ol style="list-style-type: none"> 1. Example of good practice from Module 1a teaching and learning 2. A challenge encountered 3. A lesson learned Stick three large pieces of paper on the wall and ask participants to stick their response under the right heading. Reflecting on practice - 30 minutes Reflection on practice focussing on the four themes below – looking at what worked well (WWW) and Even Better If (EBF) for each theme. This can be done in small groups of three and responses can be captured on large pieces of paper: <ol style="list-style-type: none"> 1. Settling into Learning Settings <i>(Learners transitioning back into education, relationships with and/ between the learners, childcare)</i> 2. Use of materials - Learner Workbook, Session Guides <i>(How are we using resources, how appropriate are resources to teaching and learning needs, sourcing material for activities)</i> 3. Session facilitation 		

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		<p style="text-align: center;"><i>(Grouping, Module 1a teaching and learning principles)</i></p> <p>4. Supporting learners with disabilities</p> <p>Example of good practice - 10 mins Ask each hub to share their example of good practice from Module 1a teaching and learning</p> <p>Harvesting for future improvements - 15 minutes In their groups ask the educators to think about all their reflections above and identify two things that they would like to get solutions on from peers and the facilitation team and take back to their learning settings. One thing they feel is new and others can learn from which they implemented.</p> <p>Plenary A Learner Workbook to be proud of: Aims</p> <ol style="list-style-type: none"> 1) To convince educators of the value of the document 2) To provide educators with ways to convince learners of the value of the document <p><i>Session outline</i> Why is the Learner Workbook important? Ask educators: Why is the learner workbook important? Ask them to draw arrows around the learner workbook with reasons why it is important</p>		

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Time	Topic and Materials	Methodology and Content	Session facilitators	Resources
		<ul style="list-style-type: none"> - Single pieces of paper or exercise books can lead to a very disjointed approach - Learners can annotate – and so personalise their own learning - It provides a reference point for the learners – if they have forgotten something they can go back and look - It is a permanent record of learners’ achievements 		
15 mins		<p><u>Bigger grouping of learners (15min)</u></p> <p>One of the struggles we have noted in Module 1a is to do with grouping of learners into groups of 30.</p> <p>Understanding the context</p> <ul style="list-style-type: none"> ➤ What are some of the reasons that this has been difficult? ➤ What have you tried to do to try to group the learners? ➤ What’s been successful <p>Ideas for grouping learners into classes of 30</p> <ol style="list-style-type: none"> 1. Buddy system- those that stay in the same area make a group (you will have mixed attainment groups or composite class, but learners are likely to feel safe and secure) 2. By age. There may be some overlap in the middle. (it is still a mixed class of attainment levels. Some older learners may prefer this model, area of residence and the need to feel safe my challenge this grouping. 3. Grouping by attainment- this requires knowing your learners which ones are at entry level, which ones are average performers and which ones are high achievers. It results in mixed age groups but at least who are at the same level of operation. An assessment is recommended for informed grouping. The down side is stigmatisation by others they may figure that one group is of low attainers. 		

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		<p>Overall recommendations is learners should be in groups of 15 to maximum 30 depending with overall enrolment at the centre. The preferred SAGE way of teaching is to combine points 2 and 3 to make the classes, Team teaching is encouraged to enhance teaching experience and practice as long this does not result in combining of the two classes (i.e. 60 learners).</p>		
BREAK				
150 mins	Pedagogical principles Need handout of key points to be given out before the teaching and teaching activity	Key points and key messages <u>Collaborative learning (QUICK FIRE - 10 minutes)</u> <ul style="list-style-type: none"> • Not standing at the front all the time– see <i>handbook p6-8</i> Learners should be seated in groups not all facing the front. Briefly talk about/ elicit advantages of them? • How many learners in a group? Enough to allow some good sharing, not too many so that everyone has a chance (e.g. 5-6: should be a good reason if much smaller or larger) Think/pair/share is very effective in small groups • <i>Information about pair work on page 33-35 also applies to groupwork</i> <p>How to make groups/pairs: if all groups/pairs are doing the same thing and have same learning outcomes then probably best to have a mix of learners If giving different tasks or outcomes for different attainment levels then can be appropriate to have same level groups working together one the same task. However, where low threshold/high ceiling tasks are involved, it can be good for learners of mixed attainment ot sit together so no learner is ‘labelled’ as high or low achieving – each achieves according to their own aspiration.</p>		
	10 minutes revision of concepts from previous training			

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		<ul style="list-style-type: none"> • Make sure learners know what they're supposed to be doing in their groups/pairs and how they they're supposed to be working: e.g. check they understand the instructions, CE needs to move around during the activity to check everyone is working on the right thing, and to help get them back on task I f needed • Remember you should not be talking for more than 10 minutes without learners doing something 		
	25 minutes	<p><u>Making sure all learners are learning (25 minutes)</u> Prepare 10 pieces of flipchart paper with the 5 different themes: Equipment/Resources; Support; Task; Environment; Questioning (There will be two of each themes).</p> <p>Divide the room into 10 groups and give each group a theme (two groups will do the same theme). Ask the groups to decide how their theme can support learners – write down their ideas. Write <i>You might want to give some examples and there are ideas below.</i></p> <p>10 mins - Quick fire discussion.</p> <p>5 mins - Join two groups of the same theme together – what did they miss/what do they need to add?</p> <p>5 mins - Presentation – 1 person from each big group has 1 minute to share the groups ideas. Display the pieces of paper up on the wall to refer to across the training days.</p> <p><u>Through:</u></p> <ul style="list-style-type: none"> • Equipment/Resources: <ul style="list-style-type: none"> ➤ shorter /longer texts; (literacy) ➤ visuals and real objects to help with understanding, illustrate a story; word bank, word cards, phrase cards; phonics cards (literacy) 		

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Time	Topic and Materials	Methodology and Content	Session facilitators	Resources
		<ul style="list-style-type: none"> ➤ number lines, number grids, counters, bead strings, ten frames, bundles of sticks etc (numeracy) ➤ Larger versions of resources • Support: ➤ If someone is struggling: <ul style="list-style-type: none"> ○ spend a little extra time supporting them, or, if there is an LA in the room, ask them to sit with the learner – if a number of learners are struggling bring them all together into a group to provide extra support ➤ For learners who find the task easy and finish early <ul style="list-style-type: none"> ○ Consider sending them to begin the task before you have finished explaining to the main group ○ think in advance of an additional activity, e.g further writing etc and have it ready. • Task: For lower attainers/ slower finishers <ul style="list-style-type: none"> ➤ Have different starting points in the activity ➤ Give shorter tasks/fewer questions ➤ Low threshold/high ceiling activities, where everybody can do <i>something</i> For higher attainers/ quick finishers <ul style="list-style-type: none"> ➤ Imagine the next part of the story: can be done orally in groups, then told to the whole class; or learners can write it down, read their stories to other learners e.g. what happens next? What will the characters be doing next year? Imagine an alternative way to end the story / opposite situations. (literacy) ➤ If appropriate, work with bigger numbers (numeracy). Ask learners to prove the answer 		

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		<p>by using a different strategy.</p> <ul style="list-style-type: none"> • Environment: <p>Create a literacy and numeracy rich environment</p> <ul style="list-style-type: none"> ➤ Labels for objects in the room ➤ Wall charts with new words and phrases/familiar words and phrases/numeracy words and symbols ➤ Number line with different images and words for each number ➤ Number grid (ideally to 200) ➤ When you have modelled a strategy (eg adding on a number line), put the flip-chart on the wall for learners to reference <p>Seating and furniture arrangements</p> <ul style="list-style-type: none"> ➤ Take special care that lower attainers can see, and be seen and that are seated within their groups, not outside or on the edge ➤ Make sure all learners can hear when CE or other learner is talking to everyone • Questioning <i>Refer to p35-38 of handbook</i> ➤ Target questions to individual learners based on their attainment and level of understanding 		
	45 minutes Numeracy Resources needed: Each table will need 2 game boards and 2	<p>QUICK ENERGISER before longer activity</p> <p><u>Unit 3 Numeracy activity 3 Take away target game p41</u> Write questions on flip chart prior to session (they will be the same for lit and num).</p> <p><u>Part 1 - 25 minutes</u></p> <ul style="list-style-type: none"> ➤ Give participants a few minutes to read through the activity 		

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Time	Topic and Materials	Methodology and Content	Session facilitators	Resources
	sets of 1-9 number cards, bundles of sticks, number lines (can be paper to draw blank ones) ten frames, number squares, bead strings <u>Project staff should support group discussions</u>	<p>➤ Ask: <i>What are the learners learning?</i> (to subtract bigger numbers) <i>What is the role of the Educator?</i> (Initially to instruct, then to facilitate learning) <i>What resources do you need to have available? Why?</i> (all the numeracy resources – so lower achievers can be supported. Number line will help to see how close their number is to the target as well as help with calculation) <i>How are you going to make sure everybody learns?</i> (think resources, support, task, environment, questioning)</p> <p>Resources – see above Support – see step 5 – spend extra time with learners who are struggling when the rest play independently Task – could change the board to 2 digit by 1 digit Environment – see ‘extending the activity step 1’ Questioning – Why did you choose to put the digits in that order? How do you know your answer will be closest to the target? What would happen if you put this card at the beginning? Which cards would get you closest to the total? etc</p> <p>Part 2 – 20 minutes Do the activity – but particularly focus on what is in the session guide as extending the activity so groups have a chance to grapple with the game (Session facilitator acting as Educator, participants as learners – maybe allocate different tables to represent different attainment levels)</p>		
	45 minutes Literacy Resources needed:	Unit 3; Literacy activity 1: Game Rangers Part 1 - 25 minutes ➤ Give participants a few minutes to read through the activity, in the Session Guide and the		

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	<p>Each participant will need a copy of the 1b Sessions Guide and 1b Learners' Workbook. Each table should have 5 blank cards (word-card size), two sheets of poster paper, a set of markers</p> <p><u>Staff to support group discussions</u></p>	<p>text, and appropriate translation, in the Workbook (p17-22)</p> <p>➤ Ask: <i>What are the learners learning?</i> <i>What is the role of the CE?</i> <i>What resources do you need to have available? Why?</i> <i>How are you going to make sure everybody learns? (think resources, support, task, environment, questioning)</i></p> <p>For resources and support: - elicit from pp, any difficult words:.. [Possibly, each table could be given a different category of difficulty - meaning, spelling, pronunciation and asked to make flashcards with the words for that category.] Which elements would you emphasise in order to keep the “lower attainers” fully engaged e.g. use of pictures to support understanding of the context.</p> <p>For task: - elicit ideas on which stages of the activity would be difficult for the lower attainers and how they might be supported: understanding new words, matching spellings with sounds in some words, how flashcards can help with this. - elicit ideas on which stages of the activity would be easy for the higher attaining learners (e.g 4 reading in home language, 6) reading again with fingers and ask for suggestions on how to keep these learners engaged: e.g. follow the English text while hearing the HL? Finding the key words from word cards?</p> <p>For environment: elicit ideas on how/ whether to group learners on the use of home language, and other grouping factors (given that this lesson is based on</p>		

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		reading text) Part 2 – 20 minutes Do the activity (Session facilitator acting as CE, participants as learners – maybe allocate different tables to represent different attainment levels)		
LUNCH				
75 mins	Reality Huddles Flipchart sheets to make posters divided into five boxes – one theme in each box: Equipment/Resources; Support; Task; Environment; Questioning Likely need two sets for 10 groups	Focus: Inclusion from a teaching perspective: assisting learners with disabilities PRINCIPLES of teaching and learning for learners with disabilities 10 minutes Five groups – visual impairment, hearing impairment, learning challenges, physical difficulties, speech or language difficulty. Ask the Ces if they have any other disabilities in their hubs, as they may want to focus on this type of difficulty. 5 minutes Question: What were the five themes discussed this morning that support learning? Equipment/Resources; Support; Task; Environment; Questioning 40 minutes Educators discuss in groups the challenges they are facing in teaching learners with disabilities. Groups suggest solutions using the five themes above. Facilitators emphasize on some of the key principles (below) if they are not been mentioned by the groups.		

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		<p>20 minutes (2 minutes x 10 groups) Groups to present their learner to the group – 2 minutes each.</p> <p>15 minutes Questions to each group after the presentations: What was the most interesting thing you learned about how you can support a learner? What is the first thing you will do when you return to your learning hub to support a learner with disability? [<i>Check the ramp, talk to any supporting adults, discuss with the learner how s/he would like to be supported, read a section from the TESSA Inclusive Education Toolkit – Preparatory reading shared prior to the session</i>].</p> <ul style="list-style-type: none"> • EQUIPMENT/RESOURCES Use multi-sensory strategies. As all children learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Create opportunities for tactile experiences. use a balance of structure and familiar lessons with original content. • SUPPORT: Give learners with disabilities opportunities for success. Children with learning disabilities often feel like they do not succeed in certain areas, but structuring lessons that lead to successful results is a way to keep them motivated. Provide immediate reinforcement for accomplishments, be consistent with rules and discipline, correct errors and reward students when they make these corrections themselves, explain behavioural expectations, and teach and demonstrate appropriate behaviors rather 		

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		<p>than just expecting students with special needs to pick them up</p> <ul style="list-style-type: none"> • TASK: Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or several instructions at once. For children with learning disabilities, it is best to use simple, concrete sentences. Always ask your students with special needs to demonstrate that they understood. • ENVIRONMENT: Maintain an organized classroom and limit distractions. For students with disabilities, maintaining a healthy balance of structure and unstructured processes is important. For example, on each student’s desk, have a place for everything that is clearly labelled (use words or colours. Schedule breaks throughout the day and seat students with special needs in an area of the classroom that limits distractions; for example, do not sit these children by a window, in front of an open door, as people walking by or additional noises might be too distracting’. Use music and voice inflection. When transitioning to an activity, use a short song to finish up one task and move to another. <p>Plenary should focus on: "This is reassuring, and illustrates that through reflection and planning you will be able to develop activities that work well for a diverse group of learners". If educators know what their learning setting looks like already, then they can map these ideas onto their own setting.</p> <p>Keep flipchart posters visible throughout the training so messages are revisited.</p>		

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Time	Topic and Materials	Methodology and Content		Session facilitators	Resources
1.5 hours	Making the best use of resources Resources that need to be available: Each table will need 4 egg boxes, 48 counters, number lines Flipchart paper and markers	Focus: Module 1b familiarisation Demonstration of practical way of making the two work well (Session Guides and Learner Workbook)			
		Part of session	Key points and messages to get across		
		A. Literacy 45 mins 15 minutes for discussion, 20 minutes for the activity 10 minutes summary Staff to support groups	<ol style="list-style-type: none"> 1. Ask participants to look at Unit 4 Literacy activity 2 p47 Chiedza takes taxi and workbook p27. 2. Give a few minutes for participants to read through the activity. 3. Think, pair, share the following questions [write on flipchart – they will be similar for all 3 parts of the session]:- <ul style="list-style-type: none"> • <i>Why do you need to have both the session guide and the workbook open?</i> • <i>What are the learners learning though this activity?</i> • <i>Why does the session guide say the CE should read the story in English and the learners should follow with their finger if they can? (literacy only)</i> • <i>What resources are needed? (if any)</i> • <i>How should the seating be arranged for this activity?</i> • <i>How do you think you should group the learners? (by age, social groups attainment groups or randomly mixed?) Why?</i> 4. Work through session together as written, following instructions (explain to participants that you are the CE, they are the learners). 5. After demonstration, ask tables to discuss the following:- <ul style="list-style-type: none"> • <i>Would you need to adapt the activity for:-</i> 		

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Time	Topic and Materials	Methodology and Content			Session facilitators	Resources
			<ul style="list-style-type: none"> ○ <i>higher/lower achievers</i> ○ <i>a learner who has a visual impairment</i> ○ <i>a learner who has a hearing impairment</i> ○ <i>a learner who is physically disabled?</i> ● <i>If so, how?</i> 			
		Numeracy 45 mins 15 mins discussion 20 minutes activity 10 mins summary Staff to support groups	<ol style="list-style-type: none"> 1. Ask participants to look at Unit 4 Activity 3 p53 and workbook p33, also handbook p25 & 27 (numeracy resources – number lines and arrays) [NB Arrays are introduced in Numeracy activity 2, so learners will be familiar with them, but this activity is good because it shows how different resources work together to develop mathematical understanding.] 2. Give a few minutes for participants to read through the activity. 3. Ask participants to discuss the questions listed in A3 (above) on their tables. Also ask : <i>Why is it important to use the resources listed in the session guide? Refer to p23 of handbook: ‘Numeracy can be quite abstract. Using physical resources such as counters and bundles of sticks, tools (such as dice and rulers) and pictures (such as number lines) is a powerful way of supporting the development of number sense’</i> 4. Go through activity, as above. 5. Ask participants to think pair share the questions in A5 above. 			
30 mins	Homework Resources that need to be available:	Preparation for Day 2 – Microteaching one activity <ul style="list-style-type: none"> ● Ask teams to number themselves within their group (1-4). Allocate an activity to each 				

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	Printout of tasks (per pair?) Flip chart paper and markers Egg trays (to be provided in country), counters (bottle tops, seeds, pebbles), dice (I will bring), bond paper, bundles of sticks (I will bring these, we can divvy them out to the hubs again at the end), bead strings (Participants to bring) number lines if available	<p style="text-align: center;"><i>'number' (Give each pair a printout of the activities)</i></p> <table border="1" data-bbox="645 564 1594 794"> <thead> <tr> <th>Number</th> <th>Activity</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Unit 3 numeracy activity 2 – Finding the total</td> <td>cut down on pair investigation time</td> </tr> <tr> <td>2</td> <td>Unit 5 numeracy activity 1 - Bunches groups and sets</td> <td>cut down on time for group work</td> </tr> <tr> <td>3</td> <td>Unit 2 Learning English activity 2 – Reading a simple text</td> <td>Should be able to do whole activity in 15 minutes</td> </tr> <tr> <td>4</td> <td>Unit 2 literacy activity 2 - Giving Opinions</td> <td>Should be able to do whole activity in 15 minutes</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ask pairs to read through their activity together to make sure both understand, ask for clarification of anything that's not clear • Before tomorrow, participants need to get ready to teach their activity to the rest of their group. They will need to: <ul style="list-style-type: none"> ○ <i>Prepare any resources</i> ○ <i>Plan how they will adapt the activity for someone with a disability (LA should focus on this in hub teams)</i> ○ <i>Plan how they will adapt the activity for any higher or lower achieving learners (READ the handout given to them this morning)</i> ○ <i>Actually DO the activity with each other</i> 		Number	Activity	Notes	1	Unit 3 numeracy activity 2 – Finding the total	cut down on pair investigation time	2	Unit 5 numeracy activity 1 - Bunches groups and sets	cut down on time for group work	3	Unit 2 Learning English activity 2 – Reading a simple text	Should be able to do whole activity in 15 minutes	4	Unit 2 literacy activity 2 - Giving Opinions	Should be able to do whole activity in 15 minutes		
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7.5 hours	TOTAL																			

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Time	Topic and Materials	Methodology and Content		Resources	Facilitators
15 minutes	Reflection on Day 1	Choose a favourite method for starting the day in a positive mood.			
150 mins	Microteaching + feedback <u>Staff to circulate and support</u>	Content/timing	Key points to get across		
		30 mins Finish preparation	<ul style="list-style-type: none"> • Tell participants this is a time to ask staff for assistance and to finish off preparation. • If they are completely prepared (well done them!) they can practice their activity again. 		
		80 mins 15 minutes micro-teach x4 +5 mins feedback per group	<ul style="list-style-type: none"> • Each group to facilitate their activity for the other members in their group for 15 minutes • Set a timer to ring after 15 minutes to ensure each group has equal time, then 5 minutes for feedback. <p><i>Session facilitator to circulate and identify one literacy and one numeracy activity that is being facilitated well, ask the pair if they would be prepared to demonstrate to whole group.</i></p>		
		40 mins (15 mins per activity + summary) Demo of good practice by 2 pairs	<ul style="list-style-type: none"> • One literacy, one numeracy activity demonstrated by pairs identified during group micro-teaching • What made these activities good? (ask for responses from group & write on flipchart) <i>(For example, allowed the activity as written, used resources well, involved learners in activities most of the time – didn't do too much talking, ...)</i> 		
		Top tips	<i>Write these on flip-chart paper prior to session, say this is just a</i>		

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		<p><i>reminder of the 'top tips' from the last training day, don't read through, just draw attention to them as they finish.</i></p> <ul style="list-style-type: none"> • <u>Preparation</u> <ul style="list-style-type: none"> • <i>Prepare together and do every activity/game together before the session when preparing</i> • <i>It takes as long to prepare as it does to facilitate the session ie at least 2 hours</i> • <i>Many activities are similar, always ask 'have I seen this before, how is the same, how is it different?'</i> • <i>Always think 'what do I want the learners to learn as well as what do I want the learners to do' (Look at the top of the activity, in blue)</i> • <u>Delivery</u> <ul style="list-style-type: none"> • <i>If you're talking for more than 10 minutes without the learners doing anything, you need to change what you are doing!</i> • <i>Questioning: Ask, wait, listen, ask</i> • <i>No more than 30 in a group</i> 		
BREAK				
90 mins	How do you know learning is happening? 15 minutes	<i>Where were the opportunities for assessment in the microteaching session?</i> Ask the question: How did you know that the learners in your micro-teaching were learning? Write the answers on a piece of flipchart paper and keep adding good ideas.		Liz

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		<p>Role play demonstration – one facilitator to take on the role of the Educator and one facilitator to take on the role of a learner. [Choose either the literacy/numeracy activity above]. Ask participants to watch the role play. Ask the question: How do you know the learner is/isn't learning? Facilitators – use your best acting skills! The <i>learner</i> needs to show when they are not learning – looking around, feeling uncomfortable, not saying anything/saying too much/the wrong thing etc. The <i>Educator</i> needs to show unhelpful assessment strategies – saying that's wrong, you don't understand, you can't do this, you're rubbish, not letting the learner speak etc. Then the <i>Educator</i> needs to show good assessment strategies – using praise, encouragement, listening, good questioning, building on the learner's knowledge.</p>		
	How well are learners learning? (15 minutes)	<p>Assessment for learning <i>Draw attention to p3 of module 1b – assessment for and assessment of learning and p30-33 of the handbook</i> Briefly show examples on pages 14, 25, 32, of Module 1b. Set up questions: What would you do with that information? Where would you write it down?</p> <p>Setting up your Progress Book (not called Record book as SAGE is not school). Changed name from Assessment Book in Module 1a to Progress book. How to do this: 1 page per unit for each module. Within each session choose 6 learners to focus on, and link this with the module progress assessments. One session = 6 learners. One unit = 12 learners. Three units = 30 learners. In 10 units, learners will be closely assessed 2 or 3 times.</p>		

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		<p><i>Draw attention to p 42 of module 1b (top of page – not expressly labelled as AfL but is noting who understands and who doesn't)</i></p> <p>KEY QUESTIONS: What are other learners doing when learning assessments are being carried out?</p>		
	<p>Learning English progress assessment of learning (45 minutes)</p> <p>Session guides Learner Workbooks</p>	<p>Assessment OF Learning English</p> <p>Quick fire - 5 minutes only Turn to page 8 in the Session Guides. Ask the following questions Q: How many assessments are there for Learning English? (Answer: one) Q: What is the assessment? (Answer: For learners to be able to read and understand a simple text) Q: Which objective/s does this link to? (Reading and depending on the learner Comprehension) Q: Why is this assessment OF learning and not assessment FOR learning? (It is a snapshot of what a learner can do. It provides information about gaps in learning. It tells you what she can do. <i>Of course, you can argue that AfL does this too, but the difference is that you are capturing this moment in time rather than using this information immediately in your teaching. AfL is continuous).</i></p> <p>Quick fire - 5 minutes only Turn to Unit 7, p.78 Q: What information can you find about the progress assessment for Learning English? Info: We have called snapshot/AOL assessments Progress assessments so that this term</p>		

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		<p>becomes familiar to you. It is aimed at understanding learners' progress through the SAGE programme.</p> <p>25 minutes Activity: You will need the learner workbook and the session guides. Turn to page 86 in the session guides and read the instructions.</p> <p>Make sure you have everything you need: learner workbook (p.82), Session Guides (p.86) and Progress assessment sheet (p.124).</p> <p>Role play One person is the Educator and one person is the learner. Take it in turns to carry out the assessment and complete the the Progress assessment sheet (do this in pencil and rub out).</p> <p>10 minutes Follow up discussions – pick up key questions and concerns – write a list to share back with the team.</p> <p>KEY QUESTIONS: What are other learners doing when learning assessments are being carried out?</p>		
	Marking (15 minutes)	<p>Ask the question: What is the purpose of marking work? Who is it for?</p> <p>Ask participants to consider how they will know the learners are learning? What Not taking books in, go through work together – tick or cross means nothing Aim is to make learners self-reliant and to engage more with the learning process. Ensure that Progress book is discussed here – this is where key information can be kept.</p>		

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		<p>Suggest a three stage model. Share the three headings: Model learning/Learners check their own work/Using oral feedback</p> <p><u>Alternative:</u></p> <p>Three stages</p> <ol style="list-style-type: none"> 1. Model the learning Educator needs to make sure that learners have seen/ or hear a clear and correct example of the “answer” (or have a clear idea of what an acceptable answer is: this could be on board (or poster prepared before), or oral feedback from a few selected groups (but Educator needs to check everyone needs to pay attention). 2. Learners check own work <ul style="list-style-type: none"> ➤ Ask learners to check their own work, looking at the example and make a note of what they found difficult <i>and/or</i> ➤ Ask pairs of learners to check their work together and help each other identify their difficulties <i>and/or</i> ➤ In small groups learners tell each other what they found difficult 3. Using oral feedback Depending on the task, CE asks: “What was easy, what was difficult? “ And/or “Did you get most correct /about half correct” etc? CE gets several responses from different parts of the room, learners of different attainment levels etc. <p style="text-align: center;">ORAL feedback is more useful to learning. Marking in books links to assessment OF learning. It has a place but oral feedback is more useful for assesment FOR learning.</p>		

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Time	Topic and Materials	Methodology and Content	Resources	Facilitators
90 mins	Safeguarding Reminders	Any workshop with project staff and educators should include activities to support the project’s safeguarding protocols. For example, a deliverable for this session could be a code of conduct for learners.		
30 mins	Supporting Conversations	<p>Supporting conversations Having nurturing dialogues - <i>Exploring the heart, mind and feet model (See Handout 1)</i></p> <p>Steps to follow whole group activity- practical demonstration.</p> <ul style="list-style-type: none"> • Sit the learners down and assure them you want to have a discussion about their future plans • Ask them what they aspire to do with their life • Ask them the reason why they feel they want to persue this path (this gives you as a CE the level of appreciation they have for the chosen area. Often peer pressure results in fantasy decision) • Explore and check if they know the qualifications, resources required for one to be able to do their chosen pathway. You could also assist and explain some requirements and emphasise what they need to work on for them to be able to do well in their chosen area • Ask them how much they know about their choice of path way is there anyone in the community who can assist them to be more competent in that area • Lastly check if there are other aspirations they wish to explore other than the one shared. • Thank them for the discussion 		
		Finish the activity with a plenary drawing on the key messages from your programme.		