This suggested two training programme (12 - 15 hours) supports educators and project staff with the knowledge on how best to introduce the next module, Module 2b to your programme. Its focus is on **Recognising learner progression**. You can adapt and change the suggested activities that best suit both your setting and the needs of your participants.

There are two messages:

1. **To ensure that all learners are included in sessions and that their learning is evidenced.**
2. **To discuss ways to support learners so they can graduate successfully.**

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 training should be completed after completing Module 1a,b,c and Module 2a.

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Two training: **Recognising learner progression – Introducing Module 2a**

*Facilitator notes*

Audience: Project staff and educators

| **Day 1** | **Objectives:**   1. Plan for next steps in learners’ learning journey with appropriate evidence. 2. Familiarisation with Module 2b. 3. ***Add your own objective.*** 4. ***Add your own objective.*** | | | |
| --- | --- | --- | --- | --- |
| **Time** | **Topic and Materials** | **Session Guiding Steps** | **Facilitator** | **Resources** |
| *30 mins* | **Welcome and introductions** | * ***Add your own activities here.*** |  |  |
| *12o mins* | **Module 2b teaching and learning materials**  *Session Guides are needed by all attendees and facilitators* ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1: An introduction to Module 2b [**   * Read key sections together on p.1 (What is this module about and why is it important) and p.4 (Resources you need to teach this module).  Answer any questions about the resources and if they have missing resources. **Remind Educators that at this stage in SAGE they should be thinking about learners who may start to need more support to successfully graduate from SAGE at the end of Module 2c.**   **Task 2: Units 3 and 4 demonstration – Numeracy (90 minutes)**   * Numeracy activity 3.1: Patterns in multiplying and dividing by 10 and 100 (p.43-45 and Learner Workbook p.31)   You will need:   * *to write the grid on a board or flipchart so all participants can see* * *3 counters and some sticky tack*   Participants will need:   * *3 counters (these can be seeds, small stones or even small squares of paper)*   **Activity 1 Facilitator to demonstrate (15 minutes)** *Do not ask participants to open the session guide or workbook until step 3.*   * + - 1. Participants need to make set of 0-9 digit cards. They will need three or four ‘0’ cards. (These can be made quickly by folding a sheet of A4 paper into 12 and writing digits in each square.)       2. Start the session by following steps 1-4 in the session guide.       3. Demonstrate dividing 243 by 100, following the script in step 5.   **Activity 2 (20 minutes)** Ask participants to turn to p.31 of the Module 2b Learner Workbook. Ask them to work in pairs.  Suggest they draw a bigger place value chart in a sheet of paper. They should take turns to use the counters and the place value chart/digit cards.  Educators to follow instructions for ‘independent work’ on p 44-45 of the Session Guides.  **FEEDBACK (10 minutes)**  **Activity 3 (15 minutes)**  Educators in pairs to read through, Numeracy activity 4.4: Multiplying two 2-digit numbers Session Guide p 64-66 and Learner Workbook p 44-45.  **Activity 4** **(20 minutes) Getting it wrong with Numeracy activity 4.4**  This is a fun activity aimed at helping Educators to become confident in turning the Session Guide instructions into action. Ask for a volunteer who is going to ‘teach’ you how to complete the Numeracy activity 4.4. The other Educators follow the instructions in the Session Guides.  **Facilitator to demonstrate** getting it wrong. At Step 3, The is question ’72 x 25. Do you think the answer will be in thousands, hundreds or tens?’ ‘tens’ Give your (wrong) answer as ‘tens’. Then see what happens! Hopefully the CE will expertly guide you to understanding why your answer is incorrect. If not, swap educators to see if someone else can help you. Make it fun, so the Educator does not feel bad or embarrassed. It should be a quick-fire activity that has everyone shouting out how to help.  Make sure after 10 minutes you begin to become successful – we want all learners to find the answers! **Remind Educators** that using the grid method is a very good way to help learners understand the size of the numbers in 2D x 2D multiplication.  **Activity 5 (15 minutes)** What have we learned? *One important message is that getting it wrong is a way to learn. And if you are having fun with your learning then making mistakes doesn’t feel so bad. Also remind Educators that sometimes we have to explain things many times or in different ways for a learner to understand.*  What messages are important for learners about learning this way? |  |  |
| *105 mins* | **Demonstrating and practising: Literacy**  ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1 – Demonstration [20 minutes]**  Literacy Activity 4.1 – the Unit Story (LWB p.35/Session Guides p. 55). *What have we got to lose?* **An important message is that the stories are designed for GOOD readers and not for learners learning to read.** **Educators should know this from previous training but it is important to remind them they are acting as good reading role models in this activity.**  **Facilitator to demonstrate reading the story and involving learners in the answering of questions.**   **Task 2 – Picture reading [20 minutes]** Ask the Educators to write a lesson plan for how the picture story (LWB, p.35) could be adapted for learners with literacy difficulties. Write a series of questions that Learning Assistants could ask learners, without them needing to read or write down their answers.  Feedback to the whole group.  **Task 3 – Identifying tricky words [45 minutes]**  Ask Educators to identify the words they think are tricky in the story (LWB, p.35). Then ask Educators to identify the words they think learners will find tricky to a) read and b) understand the meaning.  Educators to plan an activity to support learners’ pronunciation of the words and the definition of the words.  Ask for volunteers to share their activity and ask for feedback.  **Task 4 – Story summaries [20 minutes]**   * Turn to p.36 in the LWB - **Story summaries** * Explain that the summaries have been introduced in Module 2b.Ask Educators to discuss in small groups why they think this decision has been made? (Previously the LWB had longer translations.) * Wait for feedback. The reason is because the session materials are transitioning to English (as would happen in school). * Make an important point that SAGE values home language, and so the home languages are still included. * **Ask Educators how they could use the summaries for learners who need support and for higher achieving learners.** |  |  |
| *30 mins* |  | **Task 1: Set homework task [30 minutes]**   * Explain that the homework task is to familiarise themselves with the Module 2b teaching and learning materials for literacy and Learning English. Focus on p.56 (Session Guides) Learning English Activity *Words with Tricky Spellings*. * Read through the activities together so that everybody is clear what they need to do.   Other messages and practicalities [15 minutes] |  |  |
| **17.00** | **End of the day** |  |  |  |

| **DAY 2** | **Objectives:**   1. Plan for next steps in learners’ learning journey with appropriate evidence. 2. Familiarisation with Module 2b. 3. ***Add your own objective.*** 4. ***Add your own objective.*** | | | |
| --- | --- | --- | --- | --- |
| **Time** |  | Content | **Facilitator** | **Resources** |
| *30 mins* |  | * ***Add your own activities here.*** |  |  |
| *90 mins* | **Demonstrating and practising: Learning English**  ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1 – Demonstration [15 minutes]**  **Facilitator to demonstrate**  Write up the **Main Sounds of English** on the flipchart, agree with everyone the appropriate pronunciation of the sounds.   Key to this activity is pronouncing the sounds correctly – it would be a useful warm up to go through the **Main Sounds of English** (there is a handout for this – see **Set one** documents).  **Task 2 – Demonstration** **[20 minutes]** Learning English Activity 4.1 – *Words with tricky spellings* (p.56 Session Guides and LWB p.39).  **Facilitator to demonstrate** the activity.  **Task 2 – Practice [30 minutes]**  Let Educators practise this with each other and in their small groups. Follow the ‘Independent work’ instructions.  Feedback – Ask Educators, Why would Step 3 (p.57 Session Guides) be a useful activity for all learners?  **Task 3 – Assess [15 minutes]** Read the Assess activity (p.57 and LWB. P.39).  **n.b.** The Session Guides use the term ‘voice balloons’ which means the words in italics in Activity E (p.39 LWB): don’t, some, were, work, their, more, lose, have.  Ask Educators, why would learners find it harder to read these words? (Answer: They are ‘tricky’ because they do not follow simple sound patterns).  How would Educators explain to the learners that some spellings in the English language are tricky? Ask if their home language also has ‘tricky’ words?  **Task 3 – Plenary [10 minutes]**  Spend time discussing key issues the learner’s reflection (p.57). Would other learners feel confused about theses spellings? How could they be supported?  Ask Educators how they use the picture reflections in the Session Guides – do they find them helpful? |  |  |
| *12o mins* | **Participation and practice of activities** | **Task 1** **(50 minutes)**  Planning for teaching Numeracy  Educators should work in pairs and choose a Numeracy activity from Module 2b. They need to prepare the lesson, including the assessment and reflection.  **Task 2 (50 minutes)**  Planning for teaching Literacy or Learning English  Educators should work in pairs and choose a Literacy or Learning English activity from Module 2b. They need to prepare the lesson, including the assessment and reflection.  **Feedback**  All pairs must have two activities planned – one for Numeracy and one for either Literacy/Learning English. |  |  |
|  | **Supporting all learners with their learning: assessment *for* learning**  **ALL PARTICIPANTS AND FACILITATORS NEED SESSION GUIDES** | **Task 1 – Supporting all learners to learn** (30 minutes)Share with Educators the importance of supporting and extending **all** learners and the importance of not ‘teaching to the middle’.   * Read together page 3 of the Session Guides **Assessing learning for learners with disabilities** and explain that **differentiating the session progress assessments are one** way of ensuring that all learners’ learning needs can be met. * Work through the examples on p.3/4 of the Session Guides). * Ask Educators to think about one of the learners with a disability, how will they differentiate the assessments to support them.   **Task 2 – Identifying learners who may need more support** (30 minutes)   * Ask them how they can begin to identify learners who may need more support to graduate from SAGE at the end of Module 2c. Ask why it is important to know this now. How will it help as they plan for Module 2b and Module 2c. * Agree with the whole group, two ways that Educators might identify learners who will need more help. Encourage lively discussion. Here are some examples: * *Speak to a learner who has difficulty in one area. What support might she like?* The learner may want some additional time for her activities, or to take extra learning home. * Ask the learning assistant to observe the learners and then make a list of learners who need support during the independent work * Use the information from Progress Book to make the decision about groups before the lesson starts * Pair learners in mixed ability pairs for the independent task   **Task 3 – Reviewing the Progress books** (30 minutes)   * ***Add your own activities here.*** |  |  |
| *30 mins* |  | * ***Add your own activities here.*** |  |  |
| **WORKSHOP CLOSE** | |  |  |  |