

**CLUSTER-BASED TEACHER  
EXPERIENCE SHARING  
TRAINING PLAN**

**CORE EDUCATION SKILLS FOR LIBERIAN  
YOUTH**

**OCTOBER 2010**

## **CLUSTER BASED TEACHER EXPERIENCE SHARING TRAINING PLAN**

**I. WHEN?** Over the Period Of October 29-November 30

**II. WHERE:**

Cluster level training site in Bong, Lofa, Montserrado, Nimba, Maryland and Grand Gedeh

**III. WHAT TYPE?** Cluster Based Experience Sharing

**IV. BACKGROUND**

Over the last year, the Ministry of Education has engaged the support of the Core Education Skills for Liberian Youth program to help develop a nonformal education policy as well as a nonformal education curriculum. This curriculum is to be field tested in six counties in September. The rationale for the training is that teachers and principals need in depth training in order to prepare them with the appropriate background knowledge needed in the core content areas as well as in how to deliver core content in nonformal education and accelerated learning. Teachers and principals also need guidance in how to implement accelerated learning and nonformal education over the next academic year.

**V. WHAT FOR? GOAL AND OBJECTIVES**

All teachers were trained through CESLY In-service II in August 2010. However continual reinforcement is needed to help them incorporate their newly learned skills in the classroom and overcome the challenges they face in carrying out these new skills.

Some of the overarching goals are to reinforce the key messages.

- teacher time on task, attendance, punctuality
- effective pedagogy and use of critical thinking in the classroom
- Instructional methodology for teaching reading and math specifically in:
  - Phonological awareness
  - Decoding
  - vocabulary knowledge
  - oral reading fluency
  - reading comprehension

There are specific types of goals for specific subsections of teachers.

The Cluster based training seeks to reinforce the following types of teachers with the following skills:

- **Nonformal Education Facilitators- Literacy and Numeracy**
  - To prepare teachers for implementation of nonformal education activities
  - To equip teachers with the skills to strengthen teaching of the literacy section of the nonformal education content
  - To equip teachers with the skills to strengthen teaching of the numeracy section of the nonformal education content
  
- **Nonformal Education Facilitators – Life Skills and Work Readiness**
  - To prepare teachers for implementation of nonformal education activities
  - To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
  - To equip teachers with the skills to strengthen teaching of the life skills section of the nonformal education content
  
- **ALP Teacher- Language and Life Skills**
  - To prepare teachers for implementation of accelerated learning and nonformal education activities
  - To equip teachers with the skills to strengthen reading teaching in ALP
  - To equip teachers with the skills to strengthen teaching of the life skills section of the nonformal education content
  
- **ALP Teacher- Math and Work Readiness**
  - To prepare teachers for implementation of accelerated learning and nonformal education activities
  - To equip teachers with the skills to strengthen math teaching in ALP
  - To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
  
- **Principals (including NFE and ALP Principals)**
  - To enable principals to thoroughly understand the content being presented to ALP and NFE teachers
  - To equip principals with the skills to support good teaching or to intervene when teaching is not adequate
  - To enable principals to administer accelerated learning and nonformal education activities

## **VI. WHO COMES? PARTICIPANTS**

Clusters over the 5 week period of the grading periods

### **TOTAL**

Approximately 798 ALP Teachers  
 (Level 3 teachers-2 from each of the 266 MOE CESLY sites)  
 (Principals- 1 from each of the 266 MOE CESLY sites)

270 Teachers/Principals for new NFE Holistic Classes. (2 teachers, 1 principal in each site)

Teachers will be divided into smaller clusters in each county according to the terrain and proximity of schools in the county.

Clusters could on average comprise 10-15 teachers with flexibility according to local constraints.

## **VII. WHO FACILITATES?**

Training Officer  
NFE Facilitator  
Learning Resource Center Team Leader

### Support

CEO  
DEOs

## **VIII. WHY IS IT NEEDED? RATIONALE**

Without constant and continual reinforcement, the huge financial and human resource investment of Inservice I and II would be wasted. Teachers need support and guidance and feedback to improve.

## **IX. WHAT'S THE RESULT? OUTCOME**

Teachers empowered to effectively deliver instruction in the core content areas utilizing the approaches and skills called out through the CESLY program.

Teachers are capacitated to effectively teach core content areas in nonformal education and accelerated learning and bring about increase in student achievement scores.

## **X. RESOURCES NEEDED AT THE TRAINING**

Memorandum of Understanding

Service Learning Guide

Service learning Handwashing Activity

NFE Curriculum (each content area) for each participant (for all)

Sonie's Story NFE Curriculum Stories (for reading and literacy section)

Sample Module for new Literacy Learner's book

Sample Module for new Numeracy Learner's book

RTI Egra Manual (for reading section)  
Accelerated Learning Curricular Books (for reading and math sections)

Literacy Placement tool (for literacy section)  
School level memorandum (for all teachers and facilitators)

## **XI. WHAT HAPPENED?**

Evaluation or post-test will be conducted to see whether participants achieved training objectives .

ASK PARTICIPANTS TO GIVE FEEDBACK. TELL THEM WE ARE NOT SEEKING ANY FEEDBACK ON LOGISTICS OR FOOD. ONLY ON CONTENT.

ASK THEM:

WHAT ARE THE MOST USEFUL THINGS YOU LEARNED IN CLUSTER-BASED EXPERIENCE SHARING?

WHICH CONTENT WAS CHALLENGING ?

WHAT ARE THE THINGS YOU WOULD LIKE TO LEARN ABOUT IN THE FUTURE?

## XII. SCHEDULE

	<b>DAY 1</b>		<b>DAY 2</b>
7:00	REGISTRATION	7:45	BREAKFAST
7:45	BREAKFAST		
8:30	BUILDING ON TEACHER EXPERIENCE	8:30	TEACHING NUMERACY TO YOUTH & ADULTS AND MATH TO OLDER CHILDREN & YOUTH (MICRO TEACHING)
9:00	PASSION, CONVICTION AND COMMITMENT	9:30	LIFE SKILLS (MICRO TEACHING)
9:30	CLARITY ON ALP AND NFE IMPLEMENTATION IN THE CLASSROOM	10:45	CLARIFICATION OF WORK READINESS CONCEPTS (MICRO TEACHING)
10:20	MASTERY OF CORE CONTENT	11:45	SERVICE LEARNING
11:00	TEACHING READING FUNDAMENTALS		
12:00	LUNCH	1:15	LUNCH
12:45	READING COMPREHENSION SKILLS	2:00	LESSON PLANNING
2:15	CRITICAL THINKING	2:30	CLASSROOM MANAGEMENT
3:00	HELPING LEARNERS BRIDGE INTO STANDARD ENGLISH	3:00	INSTRUCTIONAL MATERIALS MANAGEMENT
3:45	USING LEARNER WORKBOOKS AND NEW CURRICULUM MATERIALS (MICRO TEACHING)	3:30	PRINCIPAL SUPPORT OF TEACHERS
4:30	CULTURE OF READING	4:15	SUPERVISION SKILLS (DEMONSTRATION)
5:30	END OF SESSION	5:00	TEACHER AND PRINCIPAL RESPONSIBILITIES
	TRAINING TEAM- BACKSTOPPING PARTICIPANTS- SUPPER	5:15	CLOSING AND EVALUATION
		5:30	END OF SESSION

*\*Note that breaks are not included in this schedule. Trainers should make the session interactive and introduce icebreakers and energizers or momentary breathers as a way of providing participants with a break.*

### XIII. SESSION DESCRIPTIONS

## **Title of Session:** **Building on Teacher Knowledge and Experience**

**Duration:** 30 minutes

**Objective:** At the end of this session teachers will be able to:

- Discuss their instructional strengths and weaknesses
- Suggest practical recommendations for improvement

**Preparation Task:** Prepare poster sheets and put them on the board

**Materials needed:** Markers, poster sheets, chalk, blackboard

**Activities:**

### **STEP 1**

- Group ALP teachers by schools.
- Group NFE facilitators by sites.

Let them discuss the following questions. Provide guidance so that they focus on practical issues in the classroom, mastery of core content, lesson planning, classroom management, facilitation skills, etc and not general issues about salaries and transportations, etc.

1. What are your strengths (progress and success) as you carry out instruction in the classroom?
2. What are the challenges you face in the classroom as you apply knowledge and skills acquired from the IST training in August?
3. What skills do you need to improve in order to produce better quality of instruction in your classroom?

### **STEP 2**

- Each of the two groups presents and shares its responses with the larger group
- The trainer facilitating the session records the responses of groups on the board on poster sheet
- The trainer supporting the facilitation of this session summarizes responses in a special notebook

### **STEP 3**

- Conclude this session by thanking them for their participation and summarizing their responses. Assure them that some of their concerns will be addressed during this training while others may be discussed during subsequent interventions.

## **Title of Session:** **Passion, Conviction, and Commitment**

**Duration:** 30 minutes

**Objective:** At the end of this session teachers will be able to:

- Identify and discuss factors that drive and inspire a person to excel as a dedicated and professional teacher

**Preparation Task:**

- Prepare poster sheets and put them on the board
- Write out the definition of passion, commitment and conviction in advance of the class.

**Materials needed:** Markers, poster sheets, chalk, blackboard

**Activities:**

### **STEP 1**

Place teachers in brainstorming groups of about 3 people per group. (They should not spend a lot of time moving their chairs or desks but just gather with the people conveniently near to them).

Ask them to discuss the following two questions for about 5 minutes.

*Why do you think some teachers are very regular and punctual, teach well are happy and respected by the community and stay in the profession for many years?*

*Why do you think other teachers are always absent, late, teach poorly, complain every day, leave the job when things are not good and come back when things start getting better?*

### **STEP 2**

Let them share and discuss their responses. Guide the process and don't let it get derailed and diverted to unconnected subjects or arguments, particularly salary-related issues.

### **STEP 3**

Training Officer or NFE Coordinator provides brief input.

Ask for silence, in large letters write the words,

PASSION on one part of the board.

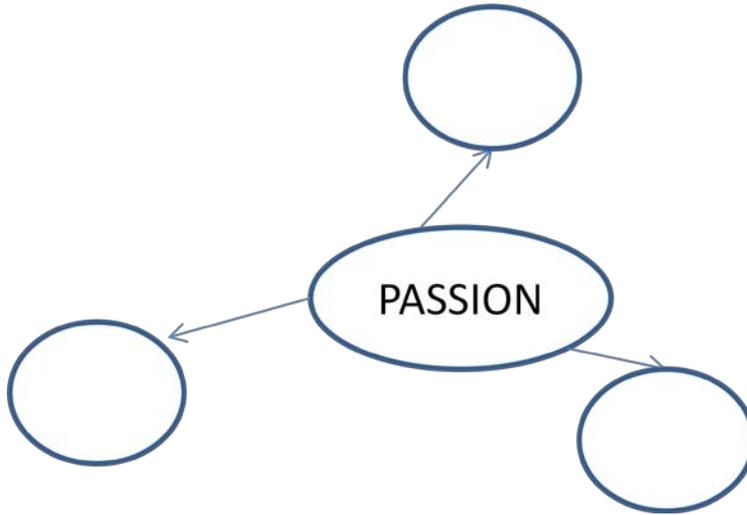
Then CONVICTION on another part of the board

Then COMMITMENT on another part of the board

Ask teachers to think for a moment. How would they define each of these three words.

Ask for suggestions of the word passion.  
Right these up around the word passion.

If you feel they would comprehend and not be confused by non linear (straight line) writing, you could put passion in the center and write the definition around it. If you find they are not ready for a diagram, then write the definitions in a linear format.



Ensure that the teachers bring up the following topics on to their joint definition. Bring out your poster sheet and hang it.

- *Passion*  
• *Strong love, zeal, eagerness and enthusiasm for what you do*

Explain:

*If you love what you do you do it with your whole heart and your whole mind then you put extra time into it). You recognize, develop and celebrate your strengths, gifts and potential. You are aware that there are challenges and consciously work to improve them.*

- *Conviction*  
(*Strong inner belief, trust and confidence in who you are and what you do*)

Explain:

*Teachers/Facilitators need to accept who they are and be proud of their services and contribution to the society.*

*Teachers/Facilitators need to be convinced that through the teaching profession they are contributing to the long term development and stability of the nation of Liberia.*

- *Commitment*

*(Strong inner belief, trust and confidence in who you are and what you do)*

Explain:

If teachers have commitment for what they do, they will not have to be told to be Time on task, punctual and regular or plan and prepare their lessons. They will do these things automatically and not wait not to be told as a sign of their commitment to making Liberia a better place and building a strong generation of future Liberians who will prevent war and promote peace.

## Title of Session:

### Clarity on ALP and NFE Implementation in the Classroom

**Duration:** 50 minutes

**Objective:** At the end of this session teachers will be able to:

- Clearly distinguish between CESLY ALP and NFE alternative educational systems
- Implement CESLY messages

**Preparation Task:** Prepare poster sheets and put them on the board

**Materials needed:** Markers, poster sheets, chalk, blackboard

#### ✍ STEP 1

For the following information, feel free to turn it into a game so that teachers from different schools or different programs compete to demonstrate their knowledge.

#### ALP AND NFE SPECIFIC TERMINOLOGY

- NFE and ALP are two parallel alternative educational systems run by CESLY. However, there are special terms or names used to distinguish one system from the other.
- NFE refers only to nonformal education. ALP refers only to accelerated learning
- LRC staff, teachers, facilitators, students, learners, MoE staff and PTA are encouraged to learn and use these names when referring to each of the systems so that no one confuses the two.

#### ALP

Teacher

Principal

School

Students

Age: 10-18 years old

Time:

Usually Afternoon

(sometimes morning or night

In a special case)

5 times a week

Level III

#### NFE

Facilitator

Administrator

Site

Learners

Age: 15-35 years and above

Evening/Night

3 times a week

Level I

Explain that the Ministry of Education has issued a policy in which it prefers that morning time be reserved for conventional schools and ALP take place in the afternoon so that there is not competition for class space. Discuss this.

## **STEP 2**

### ALP SPECIFIC MESSAGES

- ALP has 2 teachers and 1 principal
- One teacher teaches Math and Science (with Work Readiness)
- Math is taught 5 days a week
- Science is taught 3 times a week
- Work Readiness is taught 2 times a week in place of Science by the Science teacher
- One teacher teaches Language and Social Science (and Life Skills)
- In Language Arts class, EGRA manual is taught 3 times a week and ALP manual is taught 2 times a week.
- Both EGRA and ALP manuals are taught in sequential order. EGRA should start from Volume I, Lesson 1. ALP Manual should start from Level III, Lesson 1. Then move through both manuals sequentially through out the year. (Unlike last year, there is no prioritization of some ALP lessons over other ones).
- Social Studies is taught 3 times a week
- Life Skills is taught 2 times a week in place of Social Studies by the Social Studies teacher
- ALP classes should last for 2.5 hours per day (40 minutes each for 4 content areas that is 160 minutes).
- ALP runs levels and not grades (teachers and especially students should know this and reflect that in their copybooks). An ALP class should never be called a “grade” and a 5<sup>th</sup> grade or 6<sup>th</sup> grade should not be confused as an ALP level. A class should be either a formal school grade or an accelerated learning class.
- At the end of the year, all Level 3 students should be preparing to take the WAEC 6<sup>th</sup> grade equivalency exam.
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### **STEP 3**

#### NFE SPECIFIC MESSAGES

- NFE has 2 facilitators and 1 administrator per site.
- One facilitator teaches Literacy and Numeracy
- One facilitator teaches Life Skills and Work Readiness
- NFE runs level 1. This class should never be called grade 1 like in formal school.
- NFE Level 1 is different from ALP Level 1. NFE Level 1 refers only to nonformal education . NFE Level 1 refers only to nonformal education. ALP Level 1 refers only to accelerated learning

### **STEP 4**

#### NFE CLASS TIMING

Remind facilitators that:

- NFE classes go for 3.5 hours

Literacy                      75 minutes

Numeracy                    45 minutes

Work Readiness            45 minutes

Life Skills                    45 minutes

- NFE facilitators should try as much as possible to complete all lessons required for the day. However, in rare situations where a lesson can not be completed, the facilitator should mark where he/she has stop and begin there the next day.
- The principal or other designated teacher or facilitator should reinforce the class timing with a bell, drum, whistle or verbal announcement. It is the principal's responsibility to make sure that the class starts on time and end on time. Facilitator or teacher should not wait for the entire class to be present before beginning lesson. Lesson should be begin on time even if there are only a few students or learners present.
- To ensure proper timing, teachers and facilitators must first begin on time. If a teacher is absent or late, the principal should take over immediately.
- Principals should make sure that teachers and facilitators carry out lessons according to the curriculum and will be held responsible if this is not happening.

- Reinforce that if a teacher is repeatedly absent or late it is clear that there will be consequences of administrative, penal nature, with local education office involved.

Ask for any other problems regarding class timing. Provide an immediate response to questions you have the answers for. If there are questions you cannot solve, list these down.

Take note of these questions and issues and prepare to send them back to Pauline Brown and Sebastian Toe at the end of the training. Delineate for the technical team in your notes

- a) The list of issues that they raised
- b) How you responded
- c) Any issues that need response by the technical team

## **STEP 5**

### TEACHING TO THE RIGHT LEVEL

#### Numeracy vs. Math

- NFE learners are learning basic numbers. They are just learning how to count. It is appropriate to help them learn to make symbols (physical ones or written ones) that help them learn to count. The facilitator should make learning easier and practical by relating key concepts to real life of the learners by using local teaching aids such as pebbles, sticks, leaves, etc to demonstrate numeracy concepts.
- However in ALP Level III, these learners should be working at the level of a 5<sup>th</sup> or 6<sup>th</sup> grader. Make sure and emphasize that they should not be doing math by finger counting but that they are developing automaticity and use of symbols for representing math. Do not treat an ALP Level III student like a basic literacy student or they will never learn what they need to pass to the next level of education. The facilitator should organize tutorial classes for slower students or learners that need extra help and support.
- You can emphasize oral drills as a way reinforcement of basic math facts. This will help learners develop “automaticity”, the ability to automatically, and speedily recognize and work with numbers.

#### Basic Literacy vs. Language Arts

- In your basic literacy classes, the learners need practice again and again to match written text with a sound. Literacy level one has a heavy emphasis on phonemic awareness. But you should also try and emphasize the enjoyment of reading for a purpose. Use Sonie’s story and other reading texts as a model improving reading skills. Ask the questions that prompt students to engage in critical thinking. When you engage them in critical thinking during the class then they will have a reason to want to learn the mechanics of how to read the letters.
- In ALP Level III classes, you should help students to go beyond merely putting words together, to move on to the next stage of making meaning out of text. If you keep them at an introductory stage of just putting words together, first they will never learn to read fast enough to be able to read automatically and fluently so that it makes sense to them. In addition, during this year of Level III you want to place an emphasis on reading comprehension. Use the reading comprehension questions in

Sonie's story as a guide. If you don't help students master the basics and then move into reading comprehension, then they won't be able to pass the WAEC at the end of the year.

## **Title of Session:** **Mastery of Core Content**

**Duration:** 40 minutes

**Objective:** At the end of this session teachers will be able to:

- List the ALP and NFE core content subject areas
- Develop strategies for building and strengthening mastery of core content area
- Demonstrate how mastery of core content can improve the teaching learning process in the classroom

**Preparation Task:** Prepare poster sheets and put them on the board

Reach out to the LTTP liaison in your area. Find out about what opportunities for LTTP core content strengthening exist with in your county in advance of the session.

**Materials needed:** Markers, poster sheets, chalk, blackboard

**Activities:**

### **STEP 1**

Do a short role play: 10 minutes

Scene 1

One teacher is teaching but does not have a mastery of what he is teaching. He does know the meaning of words and has no mastery of the content he is teaching. He is giving the students wrong information. Some of students in the class notices this and try to correct him, but he gets angry with them and tells them to shut up. There is confusion in the class.

Scene 2:

Another teacher is teaching and has very good mastery and control of his content area. He is in control and his class is well organized.

Let participants discuss what they have seen and suggest how this can be improved in the classroom.

### **STEP 2**

CLARIFYING DEFINITIONS

Ask the group

- What do you understand by the term “mastery of core content”?

Explain:

*Mastery means being able to do something well, so that you would be called competent in that subject. You do it with ease, confidence and minimal errors.*

*Core content refers to the basic topics in the curriculum.*

*So what is “mastery of core content”? This refers to when a teacher knows the topic that he or she is teaching and teaches it without errors or misinformation.*

Ask the group

What are the ALP and NFE core content areas?

- *Core content are major subjects that are taught for a 40 minutes duration in an ALP and 45 minutes in an NFE class (except Literacy that is facilitated for 75 minutes).*

*Core content subjects for NFE are:  
Literacy, Numeracy, Work Readiness and Life Skills*

*Core content subjects for ALP are:  
Language Arts, Math, Science (with Work Readiness lesson topics included) and Social Studies (with Life Skills lesson topics included)*

- *In an ALP class Language Arts is composed of spelling, writing, and reading, etc. As was previously mentioned, Language Arts is comprised of EGRA and ALP Language Arts manual lessons. Spelling, Reading, Writing are not topics that stand alone but fall into the core content area of Language Arts.*

### **STEP 3**

SMALL GROUP WORK (10 minutes)

Place teachers in brainstorming groups of about 3 people per group. (They should not spend a lot of time moving their chairs or desks but just gather with the people conveniently near to them).

- What is it important to master the core content that you are teaching?
- What happens to a student in the class if a teacher does not have mastery of core content?
- What happens in the long term in a student’s life, if the teacher does not have mastery of core content?

### **STEP 4**

- Have teachers/facilitators share their responses with the group. (Don’t make every group report out, rather choose a selection of responses )

 Explain:

- *It is important to have control and mastery in the subject you teach. You cannot give what you do not have. Do not teach a content you do not know. Ask others to help or skip the topic for a while and return to it once you have acquired understanding and is confident enough to teach it. It is difficult and in most cases impossible to retrieve wrong*

*information or messages once the teacher has let this wrong information get out to students. The student/learner goes with the wrong concept through out his life and passes it on to others.*

- *The most basic and fundamental skill that a teacher or facilitator should have is to know and understand the subject he/she is teaching. That is to “Master” what you do.*
- *If teacher does not understand what he teaches how does he expect the students and learners to know and understand?*

## **STEP 5**

With the large group, pose the following question.

- It is true that as a teacher you may not know everything, but what should you do if you have difficulties or challenges in some subjects or contents.

Brainstorm and collect ideas from the group. Also supplement/reinforce with the following ideas.

### Ways of building and strengthening mastery of core contents

- Research (Reading books, magazines and articles related to the subject you teach and getting more ideas).
- Use the dictionary to get more understanding about the meaning, spelling and pronunciation of word you do not know or not sure about.
- Ask others professional colleagues in your school or community.
- Make a list of contents that are difficult or challenging and ask LRC Training Officers, NFE Coordinators and Team Leaders for help.
- Ask your principal, DEOs or other community resource people for help.
- Invite guest speakers into your classroom, who can provide a rich environment for learning so that learners/students hear from multiple individuals.
- Let teachers and facilitators know that over the course of the year, CESLY will be providing lots of reading materials through which they can practice their basic skills. Teachers should take these materials seriously and utilize them to their maximum so that they can gain the skills to become qualified to enter further teacher training opportunities.
- Encourage teachers and facilitators to apply to the LTTP project to engage in opportunities for core content strengthening especially in the area of reading and math.
- Encourage teachers to read and utilize textbooks, manuals, curriculum and other instructional materials provided by USAID/CESLY and MoE.

## DISTANCE EDUCATION

- Team Leaders, Training Officers and NFE coordinators should encourage the teachers, students and parents to listen to ELBC radio on Wednesdays at 6:15 PM and Saturdays at 6:15 AM for a 10 part series radio broadcast of pedagogical and instructional messages on teachers' punctuality, attendance and time on task, promoting the culture of reading, etc.

This series will last for 10 weeks. Teachers should make sure they avail themselves to be able to take part.

**Title of Session:**  
**Teaching Reading Fundamentals**

Team Leaders, Training Officers and NFE Coordinators should conduct a backstopping meeting at the end of each training day. Backstopping should include an honest assessment of what went well during the training and other best practices that can be shared and replicated in other counties, challenges encountered and suggestions for improvement.

Following the LRC backstopping, The Team Leader, Training Officer or NFE Coordinator should do a telephone backstopping with Pauline Browne or Sebastian Toe in the following order:

Bong	6:00-6:15
Grand Gedeh	6:15-6:30
Nimba	6:30-6:45
Montserrado	6:45-7:00
Lofa	7:00-7:15
Maryland	7:15-7:30

# **Title of Session:** **Teaching Reading Fundamentals**

**Duration:** 1 hour

**Objective:** At the end of this session teachers will be able to:

- Strengthen their Reading Comprehension Skills
- Apply the EGRA approach to teaching reading

**Preparation Task:** Prepare poster sheets and put them on the board

**Materials needed:** Markers, poster sheets, chalk, blackboard

**Activities:**

## **STEP 1**

### **USING AN EVIDENCE-BASED APPROACH TO TEACH READING**

The trainer should either deliver the following lesson or a teacher who is particularly dynamic should deliver the lesson. The point is that teachers experience dynamic teaching and experience themselves as a learner. During the lesson, give the little tips on best practice in teaching that are emphasized below.

STEP 1:

Plan the lesson before you teach. (Use the lesson plan on pg 6 of the EGRA manual as a guide and NOT to be copied word for word in the teacher's daily lesson plan book. As an ALP Level III teacher, you might use the ALP Manual or the EGRA manual or this booklet to plan your lessons)

STEP 2: Teach the name of the letter 't'. Write the letter 't' on the board and let students call the name of the letter.

STEP 3: Teach the sound of the letter /t/ (remember the letter name is different from the letter sound. (Follow the inserted instructional model on pgs 6 & 7 of the EGRA Manual)

STEP 4 Teach words that begin with the letter 't'. Let the students give as many words as possible that has 't' and list them on the board. (Toe, take, time, etc)

Teach words that end with the letter 't' hunt, rent, spent, heavily emphasizing the end consonant sound. (ttttttt).

Have fun with some alliteration: (Toe taught Tom three technical tricks). The concept is practice the sound of the letter 't'

STEP 5 Teach vocabulary and Sight words from the story connected to the lesson on page 8 of the EGRA manual (Toe, the young Hunter) stress the words with the letter 't'

Sight words (went, took, met, next, told, forgotten, etc)

Vocabulary or content words: (hunt, rusty, forest, beautiful, Toe) these are  
Words with the letter “t”

Tell the students that in order to read and understand the story, they will need to understand some key words. This will also build their vocabulary. They can keep a small note book where they will hold their new words. Take out 3-4 key words and teach: (key words like: tradition, marry, yam, thatch etc.)

Teach vocabulary words by doing the following with students:

- Decoding the word
- Spelling the word
- Defining the word
- Use the word in simple sentences

Drawing the word if for example you have a word like cassava, yam, etc or other visual object. If these are portable and available, you the teacher can bring it to class or ask students to voluntarily bring it to class. Make sure to inform them the day before.

#### STEP 6 Begin oral Reading

It is important at this stage, that the teacher reads the story first. Why? Because, the teacher will model good and oral reading fluency, pronunciation, etc. He/she sets the tune for the class to follow. If the teacher cannot, how can the students? It is not the a good practice for the teacher to just open the book and point to any student to read and gets upset if the student is not able to read properly. It is not a best practice to make student to read at their frustration level.

Next, the teacher asks a volunteer or call on a good reader in the class to read the story. This is another strategy for peer to peer support. This encourages other students to want to try. At this time, it is not wise to call on a student who struggles and finds reading challenging. This may embarrass the student and de-motivate them and break the flow of the lesson.

STEP 7 As the students read, the teacher pauses at each paragraph and asks guided questions such as: What happened in this paragraph, why do you this happened, if that were you, what would you have done and why? What do you think will happen in the next paragraph? Remember, these are the questions you planned at home! Let’s students guess or predict the outcome? This helps to stimulate their curiosity.

#### STEP 8 Next Teach the Elements of a Story:

- Title (The name of the story)
- Author (A person that writes a story)
- Setting (The place and time a story takes place)
- Characters (People or animals that act in a story)

- Main Character (The person a story is centered around. The main character always have a serious problem to solve)
- Helping Character (The person or animal that helps the main character to solve his/her problem)
- Antagonist(The person or animal fighting against the main character)
- Plot (Secret plan or main action in the story)
- Climax (the highest point or end of the story)
- Morale (the lesson or message of the story)
- Fiction (a make belief story, not true, can't happen in real life)
- Non fiction (a true and real life story)

#### STEP 9

Tie and link the story to real life of the students by doing the following with students:

- Let students draw or sketch characters or a scene in the story that best appeal to them and teacher display students' drawings in the classroom.
- Have students do a role play or drama of key characters and events in the story.
- Encourage if appropriate a small guided debate by students centering on such issues as for example: (Was this character right to do what he did?) Pros and cons.
- Students can write their own stories, poems, etc using the story as a model

#### STEP 10 Micro Teaching:

- Break participants into 3 groups.
- Let each group chose a chapter from Sonie's story. Let them plan and do a practice demonstration of how they would teach the story using the steps above. Each group should take 15 minutes to do a small demonstrate teaching.

## **Title of Session:** **Teaching Reading Comprehension Skills**

**Duration:** 1.5 hour

**Objective:** Teachers will strengthen their understanding and demonstrate the use of basic reading comprehension skills in the classroom.

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1**

Reading requires understanding, or comprehending the meaning of print. Readers must develop certain skills that will help them ***comprehend, understand and interpret*** correctly what they read and use this as an aid to reading.

Acquiring Reading Comprehension skills is the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

- Break Participants in 4 groups (Group A, B, C, D)
- Let each group list 5 Reading Comprehension Skills and give one example of each.
- Let them share their work with the class one group at a time.

Walk participants through the following Reading Comprehension Skills

### **STEP 2 FINDING MAIN IDEA**

Ask participants what they think a main idea is.

Discuss with them that:

The main idea of the paragraph tells what the paragraph is about. The sentence that contains the main idea is sometimes referred to as the main idea sentence. The main idea, depending on the structure of the paragraph can be found at beginning of the paragraph, the middle or the last sentence.

The other sentences that support the main idea sentences are called detail or supporting sentences.

Discuss with students what they think the main idea in this paragraph is.

*Every week Korpo goes to the library and takes a book home. She sits quietly every evening and reads the book. On way to the market, she reads the inscriptions on the shops and billboards. Korpo loves to read.*

- What is the main idea in this paragraph and why?
- What are the supporting or detail sentences and why?

The main idea sentence in the paragraph is:

- *Korpo loves to read.s the main idea sentence in the paragraph*
- *Every week Korpo goes to the library and takes a book home is a supporting sentence.*

### STEP 3 CONTEXT CLUES

#### ➤ Brainstorm

Ask teachers what context clue means

Tell them that:

Context clue means understanding what a word, phrase or idea means based on the words or phrases around it and how it is used in a sentence or paragraph.

Writers usually know to use a word that will be new to their student readers. So they often include other words or phrases to help with the understanding of the new word. These words or phrases are referred to as context clues. They are built into the sentences around the difficult word. If you become more aware of the words around the difficult words you encounter in your reading, you will save your self many trips to the dictionary. You will be able to make logical guesses about the meanings of many words

Discuss with participants what this word means based on how it is used in the sentence.

*Tamba is **brilliant** student. All his grades are 90 and 100. He goes honor roll every marking period.*

What do you think the word brilliant mean and why? What are the clues?

## **STEP 4 CAUSE AND EFFECT**

### **Brainstorm**

Ask participants what is cause and Effect:

Explain to participants that a situation will have a cause and effect.

A situation has a reason, origin (cause) and a result or consequence. When something is done it leads or makes another thing to happen. Events and situation are not isolated, they are connected. What occurs or happens has an impact or effect and an effect has a cause and reason.

Ask students to tell what the cause and effect is.

The students in Roberts Public School passed the WAEC exams.

The students of Roberts Public School meet every evening to study their lessons.

Break participants into 2 groups. Let one group give statements that express cause and the other group provide the possible effect and vice versa.

## **STEP 5 FACT AND OPINION**

Inquire from participants what they think is a fact and what is an opinion.

Encourage students to discuss this in pairs and share their responses with each other.

Trainer gives clarification. Facts are statement or ideas that are generally acceptable because they can be proven by recognized scientific study, finding, investigation, data or survey.

Statements that are facts

a) Mosquitoes causes malaria.

b) Liberia is in the continent of Africa.

Opinion is a statement or idea that expresses the view, belief or judgment of a person or group. Opinions are not necessarily true.

- a) My mother is the best woman in the world.
- b) Football or soccer is the best sport in the world.

Discuss with participants that a) and b) are facts because they are universally true and can be proven.

c) and d) are not generally true because these are the personal views or feelings of people that are not supported by independent study or data.

Encourage participants to each give one statement that is a fact and one statement that is an opinion. Let the class discuss why they think the statement is a fact or opinion.

## STEP 6 SEQUENCING

### Brainstorm

- Solicit from students what they think the word sequence...means

Sequencing is the skill or ability to correctly put ideas or concepts in proper logical order. Ideas can be sequenced chronological order (time), or order of importance or priority.

In sequencing, words such as first, then, next, later, finally, etc are frequently used.

A bird fell from the tree. Its wing was broken. Fatu picked it up and took care of it. After three days the birds was able to fly again. She throw the bird in the air and away it flew.

What did Fatu do first?

What did she do secondly?

What did she do next?

Lastly, what happened to the bird?

*To be successful a person must acquire a good education, find a job, earn money and raise a family.*

What sequencing is found in this statement?

Ask participants to write a paragraph each. Let other members of the group order the sentences in sequence of what happen first, second, third, fourth, etc

## **STEP 7**      **INFERENCE**

Let participants sit buzz in groups of twos and discuss and share (What does the word inference mean?)...

Inference is the ability to deduce or make logical assumption or reach a conclusion based on based on clue, hints or evidence provided in a story or message. Inference is also the ability and skill to read between the lines and figure out what is not stated directly but is implied.

Musu is dressed in her school's uniform. She has a book bag on on back.

We can infer or deduce that Musu is:

- a)
- a) going to the market
- b) going on the farm
- c) going to school

Let each participant write an example of inference in their note book and share it with the group?

## **Title of Session:** **Critical Thinking**

**Duration:** 45 minutes

**Objective:** At the end of this session teachers will be able to:

- Develop critical thinking skills
- Stimulate critical thinking through reading, question and problem posing activities
- Use critical thinking skills in assessing students' learning

**Preparation Task:** Prepare poster sheets and put them on the board

**Materials needed:** Markers, poster sheets, chalk, blackboard

**Activities:**

### **STEP 1**

Engage teachers in a brainstorm.

Ask teachers to dialogue on the following topic:

- What does the term critical thinking mean to you?

Explain:

- *Critical Thinking is a very important skill for a student or learner. It enables the learner to beyond simple memory recall and memorization and rote learning to think deeply ask questions and make informed, independent and logical judgment and decisions.*

## **STEP 2**

### **WAYS TO DEVELOP CRITICAL THINKING SKILLS:**

Ask teachers to dialogue on the following topic:

- How do you spark critical thinking in students?

Generate a list of ideas.

Ask teachers and facilitators:

- **Reading**
- *Reading exposes people to variety of information and ideas. For example, a teacher who does not read will only use materials that are only available to him in the classroom such as the curriculum or manual. The teacher will likely utilize materials that are directly available in the curriculum without expanding and enriching the content. The teacher's ability to analyze and think critically will be limited and therefore his ability to provide more information to his students.*
- *Likewise, a student needs to read a wide range of materials to build a reservoir of knowledge and information. Such student will be able to build upon and think beyond what the teacher tells him.*

### **Asking Questions**

- *The type of questions a person asks sometimes reveals his level of thinking and intelligence. To develop critical thinking, teachers must ask students questions that provoke and stimulate higher level thinking.*
- *Yes or no questions usually don't stimulate critical thinking.*
- *Questions that usually begin with words like What, Who When and Where usually solicit responses that do not require a lot of thinking.*
- *Eg. What is the name of the principal of your school?*

Ask teachers to generate other questions that do not provoke critical thinking.

- *When did...*
- *Where....*
- *Questions that begin with words like Why, How, Explain, Describe, Compare and Contrast usually require lot of thinking*

Ask teachers to generate questions that provoke critical thinking using these words

Ask them to think of the lessons they teach in their lessons.

Ask teachers to generate critical thinking questions that relate to the topics that they have recently been teaching in their classes.

### **STEP 3**

#### PROBLEM POSING: USING STORIES AND PICTURES FOR CRITICAL THINKING

To develop and stimulate critical thinking it is good to display pictures that help students to think, wonder, imagine and ask probing questions.

Some of the stories you will receive in the curriculum will put problems in front of you. You must help students look at the picture, figure out what the problem is and developing critical thinking questions and solutions.

Look at the following picture.

- What do you see in the picture?
- What do you think happening?
- How do feel about what is happening?
- What would you have done if you were in the picture?

## Title of Session: Helping Students Bridge to Standard English

**Duration:** 45 minutes

**Objective:** to enable participants to effectively help students bridge into using standard English correctly

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

#### Background

In our NFE classrooms, you may have learners who do not understand English at all. Or you may have learners who speak Liberian English and have a hard time fully comprehending all the material in the curriculum. It is important for you to help them to be able to “bridge” into using standard English. Otherwise they might feel lost in your classroom and might not fully understand what you are trying to teach them.

Get a show of hands of how many teachers or facilitators have students who not do understand English at all.

Get a show of hands of how many teachers or facilitators have students who have a hard time understanding standard written English.

(Write down the numbers and send this to the Curriculum Development Specialist and the Teacher Training Specialist).

### **STEP 2:**

Help learners think of some examples that show them the differences between standard English and Liberian English.

#### **PHONEMES.**

<b>Standard English</b>	<b>Liberian English</b>
Pronouncing the last sounds F-I-V-E M-I-L-E-S	could be pronounced : F-I        M-I-
Adding a vowel sound C- A- T	could be pronounced : K-EEE – YAT
Solicit more examples from the group	

#### **VOCABULARY**

<b>Standard English</b>	<b>Liberian English</b>

“Thief” or “Robber”	could be called: “Rogue”
“Wait small”	“Wait a little bit”
Silly or not smart	“Gbelleh”
Fighting	“Gbeetee”
Solicit more examples from the group	

### **GRAMMAR**

<b>Standard English</b>	<b>Liberian English</b>
Dropping of the be verb “What is your name ?”	could be spoken as: “What your name?”
Dropping of the helping verb “I have come”	could be spoken as: “I now come.”
Solicit more examples from the group	

### **✍ STEP 3:**

- Why is it important to be able to use standard English?

If learners don’t know how to make the sounds in standard English it will be difficult for them to spell correctly.

If they don’t know the standard English vocabulary word, they might miss a main point in a paragraph.

If they don’t know how to hear and correctly identify standard grammar , they might make an error in their writings.

This would cause them not to pass exams.

If they want to continue on to further education in the future, it is key to be able to use standard English, especially when doing written work.

- Is one dialect of English better than the other?

NO, absolutely NOT! They are just to be used at different times!

You should let learners know that there is nothing wrong with speaking English with a Liberian accent.

When they go to the market people won't understand them if they don't use Liberian English. People look at them as if they are crazy or with a blank stare if they start using standard written English

But! When they begin to work in an academic setting such as school or office, your learners need to use standard English.

So the two dialects just need to be used in the right place, at the right time .

However as learners, the students may not have been exposed to standard English. You will want to model and expose learners to this by utilizing this standard English in your speech during the classroom.

#### **STEP 4:**

Explain to teachers, especially to NFE facilitators, that they may need to help “translate” the curriculum into a language that the learners can understand.

Think of the classroom as bilingual. You may want to switch between two versions of English and think of it as translating from one to the other.

When there are instructions or a long passage of reading you may want to read this in standard written English. Then pull out the key items that may be difficult.

Model various examples

*Is there a pronunciation of a word that is particularly hard?*

*What is this word here? What does it mean? How would you say that in Liberian English? How would you say that in standard written English?*

*What is the character saying here? How would you say that here in your community?*

Explain that even Liberian dialect of English is spoken differently across the country. So that the teacher trainers in each region must guide teachers how to specifically adapt to dialect differences in that particular county.

 **STEP 5:**

Pull out the literacy curriculum.

Take one sample lesson.

Let the trainer teacher for about 10 minutes demonstrating how second language translation would be used.

 **STEP 6**

Ask one volunteer to demonstrate another section of the lesson using this process.

## **Title of Session:** **Using Learner Workbooks and New Curriculum Materials**

**Duration:** 30 minutes

**Objective:** to enable participants to effectively use instructional materials

**Outcome:** Participants be will able to effectively use instructional materials

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1**

Let Literacy and Numeracy Facilitators and administrators know that in August they received a copy of the Literacy Facilitator's Manual up to Module C. They will soon be receiving a manual that contains lessons for the first module all the way up to Module E.

Show facilitators a sample of the other new types of materials they will be receiving.

- Sonie's story.
- Literacy Learner Workbook
- Numeracy Learner Workbook
- 

Present a sample module from the literacy curriculum. Let NFE Facilitators know that this booklet will be finalized and printed and distributed and shared with learners.

Let them know that learners should use the book and should try not to write in the book when possible. But rather they should do their practice in their own copy books so that the book can be shared by more than one learner.

Let them look at the sample module and the corresponding lesson.

### **STEP 2**

#### **ASSESSMENT**

Go to the mid-module assessment, and end of module assessment.

Let facilitators reviews the assessment

Explain that in the nonformal education class

The mid-module assessment should recorded but not reported

The end of module assessment should recorded but not reported.

The assessment that will occur at the end of a semester or end of a level should be both recorded and reported.

### **STEP 3**

#### MICROTEACHING

Let one teacher demonstrate a micro teaching session showing how to use the item in class.

(Choose an innovative and adept teacher to model use of the learner book. If the teachers are not ready, then the trainer should do a model teaching session, showing how you would utilize the lesson in a classroom)

Demonstrate 10 minutes using the literacy learner book.

Demonstrate 10 minutes using the numeracy learner book.

Ask if there are any questions about the current use of the curriculum materials.  
In particular ask about the placement tool.

Clarify any questions that facilitators may have.

### **STEP 3**

Look at the draft of Sonie's story.

Look at the picture that you looked at previously.

Now compare the story and the comprehension questions.

Take 5-7 minutes for teachers to read the story and questions .

Link the questions back to the session on critical thinking.

Ask teachers and facilitators:

How does the picture prompt the learner to do problem posing?

How do the questions prompt the learner to engage in critical thinking ?

Ask one teacher (or the trainer if necessary) to do a microteaching session demonstration for 10 minutes utilizing the story.

## **Evening:** **Backstopping**

As usual, in the CESLY training tradition, gather all the individuals involved in the training. Conduct a meeting first gathering what went well and what could be improved. Next each county should telephone Sebastian Toe so that the lessons learned can be spread out to all counties.

## **Title of Session:** **Culture of Reading**

**Duration:** 45 minutes

**Objective:** to familiarize teachers with CESLY's strategy to improve reading for the next 3 months

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

Ask teachers to define how they understand “promoting a culture of reading”

Solicit input on what teachers have been doing so far this year to promote a culture of reading in their schools.

- Discuss with teachers that to improve reading the following strategies will be functionalized during this semester
  - CESLY writing competition
  - Liberian literature
  - Mobile library
  - Community reading bulletin boards.
  - Community reading activities

### **CESLY WRITING COMPETITION**

Ask teachers what is the present status of the competition?

How many of their students have written a story ?

How many have submitted their stories?

Engage teachers and facilitators to have the students sit with elders in the community and write down the oral traditions of their community. This is especially important.

Remind them of the following background information about the CESLY writing story. Remind them the deadline is quickly coming to a close so they must submit their stories quickly in order for the students to have the chance to get published.

### *CESLY WRITING CONTEST INFORMATION*

*All students will be invited to submit their own submission of an original story. The stories can be any of topic of your choice. Think about what would be interesting from other Liberian youth from all around the country to read. It could be a real life story, it could be inspirational, it could be hopeful. It could have suspense or a climax. It could bring unity, or it could show others how they can reach their potential.*

*Students should write their own original stories, not a story written by any one else. However, CESLY encourages youth to sit with an elder in the community and let them tell you a story in the vernacular language and you compose and put it down in English so that other Liberian around the countries can learn about the stories that are unique to your own community.*

*You should write the story around the school compound. You could even invite elders and community members to the school to tell their stories if you wish to take down a traditional story.*

*For Teachers and Facilitators: Remember, stories written by students/learners must be genuine and authentic, that is written by the learner him/herself and not somebody else. To do this you may want to have students think about what they want to write and then have them come and write while seated in the auditorium or in their classes. This way you can control manage the authenticity of the author. The grammar and other mechanics can be corrected but the original content will be preserved. Students can add some simple sketches or illustrations if they desire and have the talent to do so.*

*The second categories of stories could be folktales that are unique to particular group that they may want to share with others. These stories can be narrated in local vernacular and translated by a literate other. They must also be interesting and organic not stories that have been told over and over.*

*The maximum length is 3 pages and due within 2 weeks.*

*You will be given two weeks after September 8, so you should have your stories ready for collection before Sep 22.*

*Each story should be labeled with*

- a) A Title*
- b) Learner's Name*
- c) Age of Learner*
- d) Name of Town or Village*
- e) Name of County*

*The story should not be longer than 3 pages.*

*Those who stories are selected will be rewarded by getting their story published, with their name in print and the story will be published and distributed across the country to 356 classes in Bong, Nimba, Grand Gedeh, Maryland, Lofa and Montserrado.*

Ask how many teachers have already gathered learners together to produce their own stories. If they have not already done so, give them ideas about how they can do it.

Tell them to gather students on a Friday and give them sheets of paper and make it a classroom activity.

Invite some community elders into the classroom so that these elders tell their stories to the groups of students.

#### TEACHERS AND PRINCIPALS

Tell the participants that it is also principals and teachers themselves who sometimes produce beautiful stories. Tell them that there will also be having a contest to publish teachers and principals' stories and that they themselves should be creative and put together stories that they would love to see published so that other Liberian youth around the country can read their stories!

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Tell them to gather students on a Friday and give them sheets of paper and make it a classroom activity.

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#### TEACHERS AND PRINCIPALS

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#### LIBERIAN LITERATURE

Let teachers know that the project will be supplying Liberian literature to all schools during this year.

- Sonie's Stories (A series of fiction stories about a young Liberian girl named Sonie produced to be used in CESLY schools)

This booklet should be given to every student and they should read it in class and out of class too.

Teachers should keep a copy for use in Language Arts and Literacy Classrooms. The story can also be used in Life skills classrooms.

Over the course of the semester the project will provide various types of sets of Liberian literature by different authors.

## **MOBILE LIBRARY**

Mobile Library is aimed at building students' reading level by making reading materials assessable to students in distant CESLY schools

Mobile libraries will be taken to each school and will stay for a week. The library will include low grade reading books, dictionaries, reference books, magazines and newspapers. Students will be assessed after the exercise.

Let them know they should encourage students to read all they can while the books are available before they move to the next school.

They should encourage students to take the books home and really use the books. Just make sure that all books are checked back into the library and are not misplaced or damaged.

## **COMMUNITY READING BULLETIN BOARDS.**

Teachers and principles should encourage construction of or use of existing community reading bulletin boards.

CESLY messages, school and community development news, stories, information, drawing, sketches will be posted on the bulletin board to develop taste and passion for reading.

## **COMMUNITY READING ACTIVITIES**

Teachers and principals should work with communities to develop activities around culture of reading.

Reading and literacy development competitions and contest, quizzing, spelling bee, drama, play let, debates, etc

Ask teachers what kind of activities they have already done. Let the active teachers share their ideas with others teachers.

In buzz groups of 2, let teachers plan a community reading activity for the next semester.

## **Title of Session:** **Teaching Numeracy to Youth & Adults and Math to Older Children & Youth**

**Duration:** 1 hour

**Objective:** Differentiate Numeracy and Mathematics

- Suggest practical recommendations for teaching mathematics
- Suggest practical recommendation for facilitating numeracy
- State and explain the continuum of numeracy development
- Use math to solve problems and communicate

**Preparation Tasks:** Take material for group presentation and place it on flipcharts  
Prepare poster sheets and put them on the board.

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

- Group ALP teachers by schools.
- Group NFE facilitators by sites
- For convenience, split each into group of 5 or six pending on the number of participants.
- Let all ALP group brainstorm and write down 10 factors that describe mathematics. The NFE groups do the same for Numeracy.
- Let each group write a simple definition of each (mathematics for ALP schools and numeracy for NFE sites) respectively.

### **STEP 2:**

GROUP PRESENTATION AND DISCUSSION

**Provide this learning Point**

**Mathematics:** Is the study of measurement, properties, and relationships of quantities and sets using numbers and symbols.

**Numeracy:** Is simply refers to as “Simple and Functional literacy, numeracy. “Simple” in this case means, content and skills, while “Functional” means purpose and application.

**Numeracy** is therefore defined as: the ability to understand and use numbers, especially the numbers encountered in everyday life. It is considered to include the ability to count, analyze and use numbers in real life situation.

Note: Facilitator should stress these points below so that participants can have clarity on

numeracy in detail.

Make a poster and place it on the board for discussion.

Key Points:

1. To be numerate means to be competent, confident, and comfortable with one's judgments on *whether* to use mathematics in a particular situation and if so, *what* mathematics to use, *how* to do it, what *degree of accuracy* is appropriate, and what the answer means in relation to the context.  
Example: An adult being able to recognize the number on her hospital card for treatment.

2. Numeracy education emphasizes the need for the individual to adjust to the increasing technological demands of the knowledge economy.

Example: To the market, knowing exchange for a particular currency to transact business, know which number of bus a person rode in case there is theft or other problem, etc.

The trainer should emphasize:

- In ALP classes, teachers should do well to discourage students from using their fingers to count; for they are learning concepts that would strengthen them for livelihood or for work. They need to start working more abstractly, using their mind to do the math.
- Whereas it doesn't matter if basic entry level NFE learners use their hands to count; for they are learning to identify symbols with physical objects and be able to make decision that may affects their life.

### **STEP 3:**

Ask participants to state key factors that slightly differentiate teaching of mathematics to more advanced learners from that of numeracy to more entry level learners?

- I. Mix up the groups (so that ALP and NFE teachers are together) to get a group of 5 or 6.
- II. Let each group write down the points on a poster for presentation.

**Key Points:**

For Mathematics Class:

Student masters a skill under the guidance of a teacher.

There are four basic steps in the process:

1. The student observes the teacher modeling an activity.
2. The student tries the activity under the guidance of the teacher.
3. The teacher prompts with cues only when needed.
4. The student is free to practice the skill independently

**For Numeracy Class:**

Learners are adults or youth and they are more independent. They may have already been working with numbers in their daily life but they just don't know how to write them down. The facilitator needs to draw out the life knowledge they already have.

There are four basic steps in the process

1. The learners try out an activity.
2. When they become competent they model the activity. As the learners become more confident they need less guidance of the facilitator.
3. The Facilitator prompts with cues only when needed.
4. The learner demand more freedom to practice the skill independently.

#### **STEP 4:**

Problem-Solving/Reasoning/Decision-Making are in constant demand in today's world.

In buzz groups of 2-3 ask participants to tell how learners could use math to communicate and solve problems in their lives.

(don't make this a lengthy groupwork session entailing lots of moving of desks. Let them quickly generate ideas with their peers and then bring these up for discussion in the larger group)

#### **STEP 5:**

##### SUMMARY

Facilitator writes down these points for discussion.

Key Points:

##### **Use Math to Solve Problems and Communicate**

Understand, interpret, and work with pictures, numbers, and symbolic information.

Apply knowledge of math concepts and procedures to figure out how to

answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.

Define and select data to be used in solving the problem.

Determine the degree of precision required by the situation.

Solve problems using appropriate quantitative procedures and verify that the results are reasonable.

Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models

Conclusion: Conclude this session by given the following points:

- Numeracy and mathematics are interrelating, but vary in certain degree.
- Mathematics simply deals with numbers and symbols and how they are constructed to make sense.
- Numeracy is an individual's ability to identify and understand the role that mathematics plays in the world, to make well founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life.
- Numeracy relates to the ability to recognize and count numbers in order to solve problems that a person encounters in their daily lives.

#### **STEP 5:**

Take a sample lesson from the Numeracy Manual.

It has been found through classroom observation at the start of the school year , that teachers just go into the classroom with no preparation. Emphasize understanding the steps of the lesson. And reading the lesson all the way through before teaching it.

Choose a teacher who is particularly dynamic and has a clear understanding of the content.

Let one teacher teach a model microteaching lesson for 10 minutes (or however much time is available). Have others present give feedback on the lesson. Ensure that the peer review is appropriate- the peers should give feedback and cover all the points. The trainer should identify points that other teachers overlook. However, the peer feedback should also be given in a polite and respectful manner. Other teachers should not “rake the presenter through the coals” or make it unnecessarily intimidating.”

## **Title of Session:** **Life Skills**

**Duration:** 1 hour and 15 minutes

**Objective:** To help participants reach a common understanding of the definition of life skills

**Outcome:** A common understanding of the definition of life skills

**Duration:** 1 hour

**Method:** Buzz Group

**Preparation Tasks:** Write out discussion questions on flipchart/chalkboard

**Materials needed:** flipcharts, markers, chalkboard and chalk

### **Activities:**

#### **STEP 1:**

In buzz groups of 2-3, ask participants to share the difference between life skills and livelihood skills in 5 minutes.

Share the definition of life skills according to the curriculum. (don't rewrite this- use of the curriculum as a resource and have a facilitator read the content)

Life Skills is defined as the skills and knowledge that enable an individual to meet the challenges of everyday life. This may include knowledge of youth and adults to communicate accurately, orally and in writing about mental, emotional and physical health, use appropriate strategies to maintain personal wellbeing, develop a positive self-esteem, manage feelings rationally, as well as develop positive parental roles that are supportive of their children's development to meet the challenges of everyday life. Life skills entail the ability to carry out the following skills and actions:

#### **STEP 2:**

Ask participants to make a list of the topics that they found challenging in teaching so far. Put them into small groups. Give participants to open the work readiness manual. Let them leaf through the contents.

Bring them back together and let each group identify the topics they would like more information or clarification on.

In a large group answer and provide clarity on each of the issues they have addressed.

Make sure as a trainer that you write on the board or on poster sheets the clarification ideas.

#### **STEP 3:**

Divide the flip chart paper into two sections. Label the left column with the heading, “Life skills” and the other column “Livelihood Skills”.

If they raise any questions, answer any questions participants may have about the definition of the word livelihood.

#### **STEP 4:**

Ask participants to share their ideas with the large group.

#### **STEP 5:**

Write the responses that are related to life skills under the appropriate heading. [Skills such as communication, decision-making, problem-solving as well as those skills to deal with the challenges of everyday life must be written under the life skills heading. List all skills that are career-oriented such as carpentry, masonry, teaching, or professional under the Livelihood column.

Step 5: Summarize the participants’ ideas with a clear definition of life skills.

#### **STEP 6:**

Take a sample lesson from the Life Skills Manual. Choose a lesson on health topics that deals with sexual and reproductive health.

It has been found through classroom observation at the start of the school year , that teachers just go into the classroom with no preparation. Emphasize understanding the steps of the lesson. And reading the lesson all the way through before teaching it.

Choose a teacher who is particularly dynamic and has a clear understanding of the content.

Let one teacher teach a model microteaching lesson for 10 minutes. Have others present give feedback on the lesson. Ensure that the peer review is appropriate- the peers should give feedback and cover all the points. The trainer should identify points that other teachers overlook. However, the peer feedback should also be given in a polite and respectful manner. Other teachers should not “rake the presenter through the coals” or make it unnecessarily intimidating.”

Make sure to help facilitators address how they will deal with topics that they find unfamiliar or are not comfortable with publicly speaking about .

Emphasize letting teachers and facilitators talk about the topics that are sensitive or difficult to discuss. Let them dialogue on how they dealt with this.

## **Title of Session:** **Clarification of Work Readiness Concepts**

**Duration:** 1 hour

**Objective:** To help participants reach a common understanding of the definition of work readiness

**Method:** Buzz Group

**Preparation Tasks:** Write out discussion questions on flipchart/chalkboard

**Materials needed:** flipcharts, markers, chalkboard and chalk

You will need more than one copy of the work readiness

You may wish to have the Work Readiness facilitator as a guest at this training session in order to answer any specifics on questions.

### **Activities:**

#### **STEP 1:**

In buzz groups of 2-3, ask participants to share their understanding of what work readiness means.

Take feedback from the participants on flipchart.

Summarize the participants' feedback and give additional input.

Supplement with the following definition.

Work Readiness is defined as the skills and abilities that enable an individual to develop awareness of the world of work. This may include knowledge of the labor market, occupational information and a host of other areas. There are three key things to remember about work readiness: work readiness has to do with finding a job, keeping the job and growing in the job. Learners need to understand the concept and importance of Work Readiness. This creates in the learners the motivation and zest to participate fully in discussions.

#### **STEP 2:**

Ask participants to make a list of the topics that they found challenging in teaching so far. Put them into small groups. Give participants to open the work readiness manual. Let them leaf through the contents.

Bring them back together and let each group identify the topics they would like more information or clarification on.

In a large group answer and provide clarity on each of the issues they have addressed.

Make sure as a trainer that you write on the board or on poster sheets the clarification ideas.

### **STEP 3:**

Take a sample lesson from the Work Readiness. Choose a lesson on a topic that deals with one of the issues that the group raised that they needed clarification on .

It has been found through classroom observation at the start of the school year , that teachers just go into the classroom with no preparation. Emphasize understanding the steps of the lesson. And reading the lesson all the way through before teaching it.

Choose a teacher who is particularly dynamic and has a clear understanding of the content.

Let one teacher teach a model microteaching lesson for 10 minutes. Have others present give feedback on the lesson. Ensure that the peer review is appropriate- the peers should give feedback and cover all the points. The trainer should identify points that other teachers overlook. However, the peer feedback should also be given in a polite and respectful manner. Other teachers should not “rake the presenter through the coals” or make it unnecessarily intimidating.”

Make sure to help facilitators address how they will deal with topics that they find unfamiliar or are not comfortable with publicly speaking about .

## **Title of Session:** **Service Learning**

**Duration:** 1 hour

**Objective:** Participants be will have been reacquainted with the fundamentals of service learning

Participants will learn how to do an activity around Handwashing during this semester.

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

Refresh teachers on Service Learning asking them to recall what they learned about service learning in the Inservice II training session.

After gathering their ideas walk them through the following information.

(Use the “Service Learning Guide for the Nonformal Education Curriculum” as a resource in carrying out this activity )

### INTRODUCTION

Service learning is a form of project based learning in which academic goals are accomplished through community service. Service learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides learners with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service learning develops citizenship, responsibility, and many other positive character virtues, making it a highly effective character education program in and of itself.

A service learning project should:

- help learners to meet specific curriculum objectives
- be selected by the learners (with appropriate facilitator guidance)
- involve the learners in preparation, implementation (action), and reflection, and
- include documentation of activities and outcomes

In a properly implemented service learning program the role of the facilitator is more supportive and supervisory than directive. The facilitator helps the learners select an appropriate project, integrates the project into the curriculum, and guides the learners through the necessary steps to completion. The facilitator assures that activities are structured in ways that promote learning, monitors learner activities, and facilitates learners' reflection and analysis of their experiences. However the project activities should, as much as possible, encourage learner autonomy and creativity.

Some programs may establish a Service Learning Committee. The role of this committee is to help the facilitators get started, monitor progress and provide support during the project, assist with any needed community outreach, help document the learners' activities, and plan an end-of-the-year presentation.

## HOW DO YOU DO SERVICE LEARNING PROJECTS?

### **Service-learning:**

- Begins with a genuine community need
- Involves community partnerships
- Takes careful preparation
- Includes structured reflection as part of the learning process
- Is clearly connected to objectives of the curriculum
- Provides opportunities for "learner voice", that is for learners to participate in planning and decision-making, and to present their results orally, with photographs and in drawing and writing..

Your project should be structured to include all of these attributes. With that in mind, let's consider how to go about it.

## WHAT ARE THE THREE STAGES TO A SUCCESSFUL SERVICE LEARNING PROJECT?

They are:

1. Preparation
2. Action
3. Reflection

### PREPARATION

Preparation often begins with planting the seed, cultivating your learners' interest in a problem or a need, stimulating the learners to want to do something about it.

- a) What needs or opportunities exist ...
- b) What are some solutions?
- c) What resources are available?
- d) Decide on the project.

### ACTION

Plan It- Help the learners organize the project themselves

Then Do It !

### REFLECT

Reflect on it - Much of what we learn in life comes from thinking about our experiences.

### QUESTIONS FOR REFLECTION

• **What?** These are questions that ask, "what are we doing, what have we accomplished what have we learned?"

• **So what?** These questions ask, "what difference does/did it make, why should we do it, how is it important, how do we feel about it?"

- **Now what?** These questions ask, "what's next, where do we go from here, what has this prepared us for?"

#### ACTIVITIES FOR REFLECTION

**No matter what level your learners are at, there are many reflection activities they can participate in.** These things can be done as a group or individually. Here are some ideas for reflection activities that can occur during and after the service part of a Service Learning project:

- **Doing**
  - Draw a picture
  - Perform a play.
- **Writing**
  - Write thank you notes to all who were involved in the project.
  - Write a paper about the community need that was addressed through the project.
- **Telling**
  - Have informal discussions.
  - Invite community partners and agencies to hear about the service completed.
  - Make an aural presentation to a group of community leaders such as the Parent Teacher Association, or other community groups (women's groups, elders, etc.).

#### **STEP 2:**

Share the sample service learning activity on handwashing (below)

#### **STEP 3:**

Ask teachers to sit together and plan how they could implement this in the course of this semester.

This needs to be done before the end of the semester.

Share the following SERVICE LEARNING PLANNING SHEET and project checklist as an example.

# Sample Service Learning Project on Global Handwashing

## STEP 1: PREPARATION

### a. Selecting an Issue to be Addressed

The Facilitator selects an issue to be addressed that can be linked to a service learning project. In this case the issue to be addressed is unhealthy hygiene on hand washing.

### b. Cultivating learners' Interest in a Problem

1. Plan the lesson in advance.
2. Engage the students in a discussion on a common issue for example, diarrhea. Refer to Module B: Lesson 36 titled: "Good Hygiene Practices for Ourselves, Families and Communities."
3. Give a link between diarrhea and the life skills curriculum goal: this lesson is intended for learners to be able to avoid health risk as outlined in the life skills curriculum. Only a minority of Liberians whether in rural or urban areas have access to safe water and sanitation facilities: three out of four people have no access to safe water and 19 out of 20 people practice unsafe hygiene behavior such as not washing their hands with soap after using the toilet. This is proving a deadly situation for the vast majority of Liberians thereby promoting diarrheal and respiratory diseases and deaths.
4. Continue the discussion during the next class time by engaging learners in critical thinking. If the class is large divide the learners into 3 groups depending on the size of the class and distribute to each group a picture for discussion (see picture appended).
5. Debrief:
  - What do you see happening in the picture?
  - Why is it happening?
  - What effects does it have on us, our families and communities?
  - What can the class do realistically to solve this problem?
  - What needs will this project help fill?

## STEP 2: TAKING ACTION

### a. Action Planning:

1. Do a recap on the way forward (strategies) as outlined by the class. (This may not be in a sequential order.)
2. Divide the learners into 3 or more groups, if the class is a large class).
3. Guide them in the development of a list of activities that are essential to the implementation of the project. This can be done by asking probing questions such as:
  - *What do you think you will do?*

Among the list of activities outlined by the learners, it will be good to include an interview with a small size of the community since data is useful for planning and decision making. Examples of the activities include:

*Interview with students and community members*

*Compile results*

*Share results with learners*

*Share results and work plan with the relevant stakeholders*

*Gather materials needed for the project*

*Install Plastic Taps*

*Train students and community members on the use of plastic taps*

*Prepare report and share feedback on the project*

4. Guide the students in setting dates when each activity will be carried out.
5. Now that the list of activities and dates are now set, encourage learners to establish roles and responsibilities of each group member and other stakeholders who will be involved at some point in time in the project. For example if someone has the ability to lead, appoint him or her as Group Leader. If another student is good at writing and keeping his or her notes organized, he or she can serve as Secretary/Reporter. (See appended workplan)

**b. Doing**

1. Go over the roles and responsibilities of the students ensuring they understand what is expected of them, their valuable contribution each brings to the team. For example how do the learners see themselves? Who does what?
2. Set Up Plastic taps (make sure all needed materials are on hand). Students/Learners can apply their mathematical skills by measuring the poles and rope that will be used.
3. Train the rest of the student population on how to use the plastic taps
4. Work out a schedule with each class or learners within the ALP class to fill the plastic tap with water.

**STEP 3: REFLECTION**

1. Debrief in the classroom

*What have we learned?*

*Did anything surprise you? If so, what?*

*What did you do today that made you feel that you made a difference? Why?*

*What did you do that seemed to have worked or not worked in service to others?*

*What were the most difficult and most satisfying parts of the service you performed?*

*Why?*

*What do you think was your most valued contribution to the project?*

*Was there a person or activity you found interesting or challenging in your project?*

*If you were to redo this project, what new idea will you include?*

*How can you continue your involvement with this group or social issue?*

*How can you educate others or raise awareness about this group or social issue?*

2. Reporting and documentation

## SERVICE LEARNING PLANNING SHEET

**Facilitator:** \_\_\_\_\_  
**Session** \_\_\_\_\_

### **Project Name**

**Describe your project.** If you are working with any individuals, groups, organizations, or businesses in the community, please list them.

**Learner Input:** How (and to what degree) were learners involved in selecting and/or organizing the project?

**Academic Component:** What curriculum goals will be achieved? How?

**Service Component:** How will the community benefit?

**Reflective Component:** In what ways will the learners reflect on this experience? (journals, session discussions, etc.)

**Character Component:** In what ways will this project contribute to the personal development of your learners? (responsibility, respectfulness, empathy, citizenship, collaborative skills, etc.)

## Project Checklist

		Target Date	Responsible Person
1.	Select an issue to be addressed or lesson you want to teach.		
2.	Assess community need		
3.	Contact local organization involved in that area to build relationship.		
4.	Facilitate lesson plan linked with the service learning project.		
5.	Brainstorm project idea or if project has been decided, brainstorm issues linked to the project		
6.	Find local organizations to partner with which addresses the issue being studied and work with them to create a project. (Ensure the organization is ready to work with youth and/or large groups if project is being administered by NFE classes)		
7.	Determine duration of project. (Set start and end date for project.)		
8.	Arrange with learners how they will get at the site		
9.	Confirm project with local organizations.		
10.	Provide training and orientation to learners in close consultation with local organization.		
11.	Select reflection activity for on-site and after project		
12.	Implement project		
13.	Engage learners in reflection activity in classroom.		
14.	Celebrate the completion of project.		

## **Title of Session:** **Lesson Planning**

**Duration:** 30 minutes

**Objective:** to enable participants to effectively produce either ALP or NFE lesson plans

**Outcome:** Participants produce model NFE and ALP lesson plan

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

Take the NFE and ALP lesson plan guide books.

Have one NFE teacher and one ALP teacher review with the group the key features of each type of lesson plan.

Have a frank and honest discussion with teachers raising the following points.

*How many of you plan your lessons in advance?*

*How far in advance do you plan your lesson?*

*What do you do when you have not planned a lesson?*

After you thoroughly address the issue of planning in advance.

Ask teachers to dialogue about what they find as the most challenging parts of using the lesson plan.

Clarify any questions they may have.

Get a show of hands of how many teachers teach different types of classes (example, teaching one formal school class and one ALP class, or one formal school class and one NFE class)

Help them look at the different types of lesson plans in use and learn how to distinguish which type of lesson plan to use for what type of class.

### **STEP 2:**

Put teachers in groups according to type of program and content area (example, NFE facilitators in one group. Two literacy and numeracy facilitators together )

Let each pair develop its own sample lesson plan. The trainers should move around the room and give input and guidance on the development of each group's lesson plan.

# **Title of Session:**

## **Classroom Management**

**Duration:** 30 minutes

**Objective:** to enable participants to effectively manage their classrooms

**Outcome:** Participants identify positive and negative classroom management practices

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

#### **CLASSROOM MANAGEMENT**

##### **GROUP PRESENTATION (15 min)**

Classroom Management can be defined as a set of plans and actions which the teacher can use to make sure that effective learning takes place in the classroom. A good teacher practices good classroom management. She or he organizes the classroom environment so that effective learning can take place and reduce behavior problems.

##### **Effective Classroom Management**

Classroom management is a very important aspect of effective teaching.

Effective learning can only take place when a classroom is well managed.

In order to master the skills of classroom management, the teacher must first know the students and try to understand the behavior patterns of the students in order to deal with potential behavioral problems that might arise in class.

##### **? What kind of behavioral problems could arise in an ALP class?**

(solicit responses from teachers)

##### **What do you think are some of the typical reasons for these behaviors?**

(solicit responses from teachers, and supplement with the following if already not covered)

- A diversity of interests among students of varying ages
- Peer pressure
- Lack of parental guidance or discipline
- Social problems including lack of financial support, single parenting, integration, after returning home, etc.

? How would you, as a teacher, deal with those problems?

##### **Suggestions for Dealing with Common Problems in the Classroom**

- Speak individually with the student

- Allow students share their thoughts and feelings
  - Involve students in class activities
  - Ask the older students to assist the younger students
  - Create a friendly learning atmosphere.
- ? What other strategies or techniques would you add?

### **Techniques for High Quality Classroom Management**

- **Focus** - make sure you have the attention of every one in the class room before starting the lesson
- **Direction** - let the students know at the beginning of the class what the topic is and what the activity will be. Let them know what is expected.
- **Monitoring** – a good teacher should move around the classroom to engage students and ensure that they are on task.
- **Modeling** - remember the best guide in the classroom is the teacher. A good teacher should be prompt, enthusiastic, patient, organized and courteous.
- **Use positive discipline** – use classroom rules that describe the behaviors you want instead of listing things the students cannot do.
- **Engage learners in creating rules-** Help learners to formulate two or three rules for the classroom. If the kids help it's easier for them to own the rules. Be sure that you're consistent in keeping the rules so the children know that they are important.
- **Create a learning friendly environment** - a good teacher will create an enthusiastic, enabling learning environment. A learning environment with pictures and color foster interest and enthusiasm.

### **Inappropriate Discipline Techniques To Try And Avoid**

What kinds of techniques do you think should be avoided?

(solicit responses from teachers, and supplement with the following if already not covered)

- Raising your voice or yelling
- saying “I’m the boss here”
- insisting on having the last word
- using tense body language, such as rigid posture or clenched hands
- using degrading, insulting, humiliating, or embarrassing put-downs
- using sarcasm
- attacking the student’s character
- acting superior
- using physical force
- drawing unrelated persons into the conflict
- having a double standard - making students do what I say, not what I do
- insisting that I am right
- preaching
- making assumptions
- backing the student into a corner
- pleading or bribing
- bringing up unrelated events
- generalizing about students –example: “All you kids are the same”
- making unsubstantiated accusations

- holding a grudge
- nagging
- throwing a temper tantrum
- mimicking the student
- making comparisons with siblings or other students
- commanding, demanding, dominating
- inappropriately rewarding the student

## **STEP 2:**

### **Small groups (10 minutes)**

Put participants into small groups of four. ( In this activity, do not organize them into groups by school just let them fall into groups by number)

Groups discuss:

Have you ever found your self engaging in one of these behaviors in the classroom? Have you ever send this on the part of others? What strategies could you use to put yourself on track if you felt yourself slipping into one of these behaviors?

# **Title of Session:**

## **Intructional Materials Management**

**Duration:** 30 minutes

**Objective:** to enable participants to effectively use instructional materials

**Outcome:** Participants be will able to effectively use instructional materials

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this afternoon

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

What are some instructional materials provided through CESLY

#### **Instructional Materials Management**

What are some instructional materials we need to manage in this project?

##### Distributed To All Teachers And Facilitators

- Nonformal Education Curricula
- EGRA Manuals- given to ALP teachers in last academic year
- Decodable books-
- ALP Teachers manuals- given to ALP teachers in last academic year
- Liberian Stories (will come during Semester I)
- 

##### Distributed To All Learners

- EGRA short stories (last year)
- Sonie Stories (will come during Semester I- to be distributed into the hands of learners)

##### For Schools

- School Start Up Package (distributed at in Service I)
- Yearly School Package(will come during Semester I)
- Ordinary Yet Significant Series (OYSS) books- a set will be given to each schools
- Mobile Library (to be disseminated by the LRCs to every school, so that children get the opportunity to utilize the books)

WHAT ARE PRINCIPALS AND TEACHER'S RESPONSIBILITIES?

#### **What are the principal's responsibilities?**

- The duties and responsibilities of principals for instructional materials management and care include:

- *Proper Use of Instructional Materials* - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that the school maintains a collection of textbooks and ancillary instructional materials sufficient to support the instructional program in all courses offered by the school.
- *Security and Safety of Instructional Materials* - Ensure that materials are kept in safe and secure storage to avoid theft and damage to the materials by termites, rats, etc. and moisture.
- *Communicate to Parents the Manner in Which Instructional Materials Are Used in the Curriculum* – Effectively communicate to parents, through the PTA meetings the manner in which instructional materials are used to implement the curricular objectives of the school.
- *Conservation and Care* - Principals shall ascertain by inspection, and ensure that all instructional materials issued to the school are cared for properly.
- *Accounting for Instructional Materials* - Ensure that all instructional materials are fully and properly accounted for.

## **STEP 2:**

### **WHAT ARE THE TEACHERS' RESPONSIBILITIES?**

- The duties and responsibilities of teachers for instructional materials management and care include:
- *Proper Use of Instructional Materials* - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that lesson plans reflect the appropriate materials for the grade level and that the plan is used for instruction.
- *Use of Materials by Students* - Ensure that students use the materials given them during class and for assignments and homework.

## **STEP 3:**

Ask teachers how they think materials should be utilized in a class.

Clarify the following guidelines.

#### GUIDELINES FOR USE OF INSTRUCTIONAL MATERIALS FOR TEACHERS

- • NFE Curriculum Materials
- (in NFE holistic classes the 4 core subjects should be taught 3 days a week)
- (in ALP Life Skills and Work Readiness classes, the materials should be taught once a week. Therefore Life Skills is taught once a week during the Social Studies class and Work Readiness is taught once a week during the Science class)

- • ALP Manual

Should be taught 2 days per week during Language arts class

When the MOE textbooks have arrived, use this on the same day when this issue is covered in the curriculum

- • EGRA Manual

Should be taught 3 days per week during Language arts class

The decodeable book for learners is a reference book that should be used together with the EGRA Plus Manual

#### GUIDELINES FOR USE OF INSTRUCTIONAL MATERIALS FOR LEARNERS

1. Give the materials into the hands of learners directly
2. The learners keep and take it to class every day and use it in parallel with the teaching of the curriculum
3. Learners should be able to take it home and read it at home

# **Title of Session:**

## **Principal Support to Teachers (or Administrator Support of Facilitators)**

**Duration:** 45 min

**Objective:** Principals clearly understand what their role is in supporting teachers.

**Outcome:** Principals outline effective ways of providing and receiving support for teachers inside and outside the classroom

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this afternoon

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

Group work    Break participants into small groups composed of ALP principals and NFE principals and let them state what 5 ways in which they can provide support to teachers/facilitators

Gather teachers or facilitators together and let them brainstorm on what kind of support they think they need from the administrators.

Let the groups share their answers.

### **STEP 3:**

Lead participants in the following areas that teacher/facilitator will need support from the principal.

- Encourage teachers/facilitators to always be on time and punctual
- Provide guidance in preparing and planning lessons daily
- Support teachers/facilitators by monitoring and giving honest and realistic feedback on the quality of performance in the classroom
- Support teachers in the management of their classrooms
- Support and promote the culture of reading
- Management of textbooks and instructional materials
- Provide support and tutorage in the mastery of core content areas
- Coach, mentor and shadow teachers/facilitators especially newly assigned or beginners
- Guide teachers/facilitators in maintaining professional ethics and conduct
  - Drunkenness
  - Dress code
  - Bribery
  - Sexual abuse/harassment and exploitation

]

## SUPPORT TO TEACHER LESSON PLANNING

### **How do you support teachers in preparing a lesson plan?**

#### **Things to look out for:**

- Ensure that lesson plans are properly implemented
- Check the date
- Check the objectives
- Check learning resources
- Check students note books
- Check relevancy of lesson
- Compare lesson topic to curriculum
- Teachers fill it out the form in the principal's office before entering the classroom.
- Principals should monitor the lesson plans on a daily basis,
- The Lesson Plan needs to be filled out properly and fully, if not stipend will not be paid

### **Supporting Teachers in Classroom Management**

- Establish classroom rules, as teachers guide the process and implementation
- Delegate responsibilities to students
- Teachers should set good examples for students to follow

#### Teacher Absence

Let participants know what to do when a teacher is sick or absent – the principal, or in extenuating circumstances, should substitute in order to not steal learning time for the students

This is why principals attended all days of content training so that they have a basic understanding

### **STEP 4:**

Ask different groups to prepare role plays on the above issues.

After demonstration of one role play discuss what happened. Was the principal's behavior appropriate? What could the principal do to improve their support to teachers.

# Title of Session:

## Supervision Skills

**Duration:** 45 minutes

**Objective:** Principals and administrators can clearly articulate what kind of supervision teachers need and how to implement it.

**Preparation Tasks:** Take material for group presentation and place it on flipcharts  
Good to invite Education Officers to the sessions on this afternoon

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

STEP 1:

What are some common problems in teacher behavior?

Brainstorm a list of topics from the group and supplement it with the following topics.

### Teacher and Administrator Department

Time on Task (absence, tardiness, poor use of time in the classroom)

Harassment

Drunkenness

Dress Codes

Step 1: Inquire from participants what they think is meant by supervision

Step 2 Do a brief role play depicting good and poor supervision approach (call on skilled individuals to demonstrate each)

Step3 Let participant discuss the role play and list what was good and what approach was poor and needs to be improved.

Step 4: Basic supervision Skills

Supervision is aimed at supporting and building the capacity of teachers and facilitators by observation, coaching mentoring and shadowing, etc. Supervision is not intended to police, threaten, intimidate and punish.

- Principal should first of all be a positive role model and exam plenary figure for strong pedagogical skills and professional ethics
- Be honest and consistent in supervision
- Be timely and punctual in class
- Sit quietly at the back of the class without interfering unnecessarily or interrupting
- Friendly correct on the spot if the teacher is making an error by calling the teacher aside where they students will not notice
- Take mental notes

### **After Supervision**

Principals should: Thank the teacher for his/her effort and ask what his strong points were and where improvement is required

Provide positive feedback of good teaching practices and point out areas in which he/she will need to improve

#### **Step 5**

In pairs, two by two, let each individual practice with one another, choosing a real problem that they have encountered and practicing how they would give feedback on the problem.

Clearly identify the procedures if there is failure to rectify conduct.

Consequences –

1. Letter of Warning, cc to DEO
2. Letter of Warning, cc to DEO and CEO
3. Recommendation delivered that individual is removed from the program

## **Title of Session:** **Teacher and Principal Responsibilities**

**Duration:** 45 min

**Objective:** Participants are informed of salary increase  
Participants agree to duties and responsibilities

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

### **STEP 1:**

Read the following letter to teachers.

*To: ALL PRINCIPALS AND TEACHERS*

*Accelerated Learning and Non Formal Education Schools*

*Subject: Increase in Teachers' Stipend*

*The Ministry of Education and the Core Education Skills for Liberian Youth project would like to seize this occasion to extend thanks and appreciation to all ALP teachers for their hard work and dedication since the past few years, and to welcome the Non-formal Education Program teachers and principals for joining CESLY. Your commitment is honored, particularly:*

- *Your time-on task*
- *Regular lesson planning and presentation*
- *Regular campaign on student enrollment and retention*
- *Regular school attendance*
- *Your persistent role in supporting culture of reading in the schools and communities*
- *Regular participation in training workshops, experience-sharing, PTA meeting and*
- *Your involvement in extra-curricula activities made a successful ending of the past years.*

*You will need all of these skills and Plus for the present Fiscal year to ensure CESLY makes a positive impact on the educational well being of the Liberian youth and adults.*

*In recognition of your commitment as professional men and women in “chalk”, we are very pleased to announce that USAID has signed the contract modification which provides important improvements for your professional conducts and dedication as follow:*

*-that all CESLY ALP and NFE teachers will receive a monthly stipend of \$50.00 USD/month for a full program of NFE or ALP classes beginning October, 2010.*

*Thank you all for your professional work.*

## *✍* **STEP 2:**

Review the responsibilities that are listed in the memorandum of understanding. State that the final document is on the Ministry's desk is waiting for final approval. But in the meantime this training will review the types of responsibilities that it covers. Define what is expected of teachers and administrators.

Do not share the physical of the memorandum of understanding until Sebastian announces that it has been finalized and approved at the Central ministry level. When you receive the go ahead, then share the following memorandum of understanding with teachers and have each teacher and principal (or facilitator and administrator) sign. (see attachment)

Reinforce that Experience Sharing Circles are a mandatory event that Teachers and Principals must ensure happen .

Reinforce that the items listed on the memorandum of understanding must occur in order for teachers to receive their stipends.

If possible seek to engage the presence of the EOs in this event.

## **TEACHER RESPONSIBILITIES**

- *Deliver instruction in accordance with the guidelines presented in the Accelerated Learning curricula, Nonformal Education curricula and other instructional resources provided through the CESLY project*
- *Teach all classes assigned, demonstrating punctuality and consistent attendance (with Accelerated Learning taught 5 days a week and Nonformal Education Holistic Classes taught 3 days a week)*
- *Ensure that all students enrolled in the CESLY program are encouraged to attend classes*
- *Record daily attendance of students*
- *Prepare daily lesson plan for review by visiting monitoring staff*
- *Attend all training and teacher support activities initiated through CESLY*
- *Work to maintain and retain enrollment of students over the life of the project*
- *Work along with the PTA/local community to generate grassroots support for participation in Accelerated Learning and Nonformal Education*
- *Promote a culture of reading in and around the school*
- *Participate in Experience Sharing Circles*
- *Participate in professional development activities (training, cluster experience sharing etc.)*
- *Engage in tutoring and/or promote youth volunteers to tutor students*
- *Promote and engage in Service-Learning activities in Core Education Skills for Liberian Youths schools.*
- *Adhere to guidelines of professional conduct*
  - *Maintaining appropriate time on task*

- *Free from Drunkenness*
- *Adhering to appropriate dress code*
- *Free from Bribery*
- *Free from Sexual abuse/harassment and exploitation*
- *Free from drug abuse*
- *Free from use of foul language*

#### FOR PRINCIPALS /SCHOOL ADMINISTRATORS SPECIFICALLY

- *Supervise classroom instruction regularly*
- *Carry out monitoring*
- *Contribute to or submit monthly reports to the LRC office on CESLY activities.*
- *Promote and oversee extracurricular activities at the school level, especially those which promote a culture of reading*
- *Promote other activities in support of the project objectives, as identified by Core Education Skills for Liberian Youth*

#### RECOGNITION OF SERVICES

- *CESLY will provide monthly stipend of US\$50 for teachers and/or administrative services for ALP Regular classes, ALP youth or Nonformal Education class.*
- *To receive the stipend, teachers and administrators*
  - *Must submit a monthly attendance sheet and lesson plans*
  - *Must demonstrate appropriate conduct and comportment*
  - *Abide by guidelines/instructions designated by MOE or through CESLY project*
- *To receive the stipend, teachers and administrators must have on record with the LRC a photograph and specimen signature. In addition, this document and accompanying signatures will be kept by the School Administrator and a copy provided to Finance/ CESLY central office in Monrovia.*
- *CESLY may recommend replacement from the program if any person listed herein is shown to default in discharging assigned responsibilities in an appropriate manner.*
- *CESLY may recommend replacement from the program if any school listed herein is shown to default in discharging assigned responsibilities in an appropriate manner, such as:*
  - *Poor student enrollment*
  - *Poor teacher attendance in class*
  - *Suspension of classes for at most ten school days outside the Ministry of Education regulation.*
  - *Lessons and teaching content being poorly presented*
  - *Drunkenness*
  - *Other forms of poor conduct at variance with MOE or CESLY objectives and policies*

## **Title of Session:** **Closing and Evaluation**

**Duration:** 15 min

**Objective:** Participants are informed of salary increase

Participants agree to duties and responsibilities

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** Flipchart and markers/chalkboard and chalk

**Activities:**

Ask participants to give feedback. Tell them we are not seeking any feedback on logistics or food. Only on content.

Ask them:

1. What are the three most useful things you learned in cluster-based experience sharing?
2. Which content topic was most challenging ?
3. What are the three things you would like to learn about in the future?

Send this information to the Curriculum Development Specialist and the Teacher Training Specialist.