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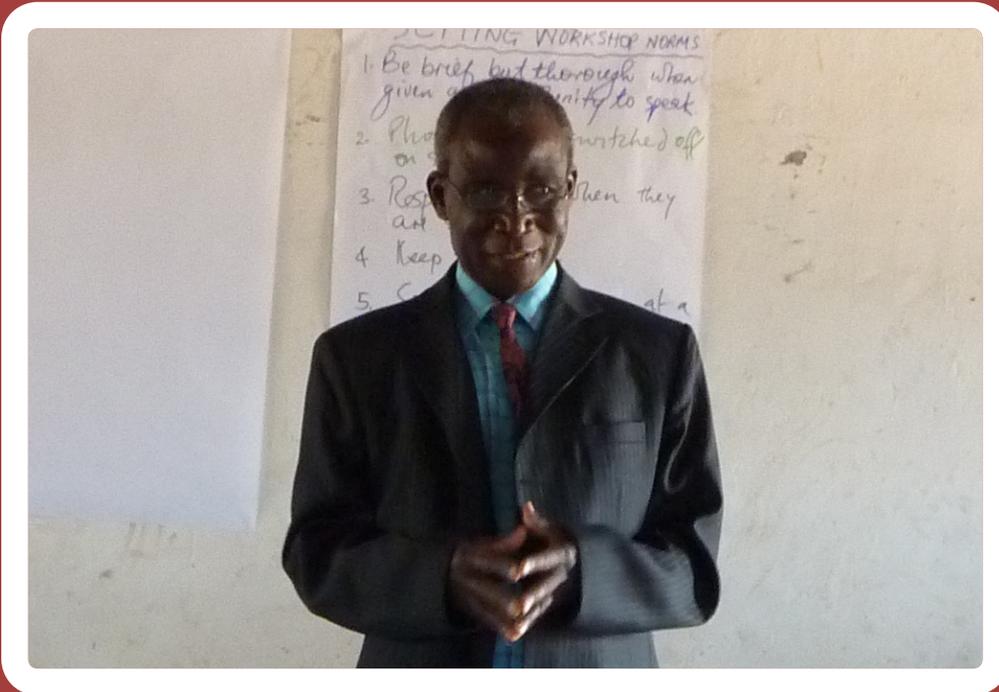


Malawi Institute of Education

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

Managing CPD in Your School: Facilitator Manual

Leadership Module 1



Name: _____

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

MANAGING CPD IN YOUR SCHOOL: FACILITATOR MANUAL

LEADERSHIP MODULE 1

Acknowledgements

This manual was developed and produced with the involvement of a team of educational professionals drawn from a range of institutions as listed below:

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In conceptualizing and developing this manual the design team found inspiration in and borrowed prudently from the Whole-School Development Planning (WSDP) materials developed with UNICEF in collaboration with and under DFID copyright (2006) within the Nigeria Capacity for Universal Basic Education (CUBE) programme. In this process, Joy Griffiths was the lead designer of this manual.

The initial development of this manual was done in 2007 under the coordination of Mercy Ching'ani Phiri, Linda Chikaipa and Ellin Rambiki with facilitation from DTED.

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Foreword

The Ministry of Education, Science and Technology introduced the Primary Curriculum and Assessment Reform (PCAR) in all primary schools in Malawi in 2007. PCAR follows an Outcome-Based Education (OBE) approach and has great potential for improving the quality of education in the country. OBE emphasises learner-centred or participatory methods and continuous assessment. In this way, it ensures that every learner is given the attention he/she deserves in order to attain the learning outcomes.

However, the implementation and management of the reform in schools has not been without challenges, since some of the elements of the reform demand that teachers develop new skills and ways of operating in order to cope with the innovations in OBE successfully. Although teachers and school managers were oriented to PCAR in general and OBE in particular, the orientation was not sufficient due to time and resource constraints. In the face of reform, as is the case with PCAR, teachers need thorough orientation to attain full mastery of the requisite skills. However, orientation alone cannot suffice since new challenges keep cropping up all the time in the classroom. Therefore, teachers need continuous support to enable them to overcome the challenges that they encounter during the implementation of the curriculum. Continuing Professional Development (CPD) support for teachers is known to be a *sine qua non* in improving the quality of teaching and learning in the classroom. CPD can best be provided in the zone, cluster and within the school itself.

In an effort to support the professional development of teachers, the Ministry of Education, Science and Technology, with funding from the United States Agency for International Development (USAID), is establishing a system for providing CPD that can be conducted in schools and clusters. Malawi Teacher Professional Development Support (MTPDS) Programme worked with Malawi Institute of Education to identify the specific needs of school managers and classroom teachers for Standards 1-4, with a special focus on Literacy, Numeracy, Life Skills and Leadership. In order to address the needs, training modules were developed in the four areas. These modules will be used to train Primary Education Advisors, head teachers and CPD mentors. The head teachers and CPD mentors will, in turn, use the materials to support teacher professional development in their schools.

I sincerely hope that the school heads, CPD mentors and teachers will find the modules useful in addressing their needs to ensure that PCAR and OBE are successfully implemented and contribute to an improvement in the quality of teaching and learning as well as learner achievement in our schools.



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Contents

	PAGE
Acknowledgements	i
Foreword	ii
The 2-day Skilling-up workshop outline	1
Guidelines for facilitating the workshop	3
SESSION 1 Introduction	3
SESSION 2 Familiarisation with the CPD technical manual	6
SESSION 3 Involving everyone	8
SESSION 4 Exploring the CPD tools	11
SESSION 5 Facilitating school-based professional learning 1	13
SESSION 6 Facilitating school-based professional learning 2	14
SESSION 7 Planning the way forward	15
SESSION 8 Conducting wrapping up activities	16
SESSION 9 Getting back into our usual roles	19
SESSION 10 Getting people to talk	21
SESSION 11 Using stories during CPD workshop	24
SESSION 12 Supporting professional learning	26
SESSION 13 Being a juggler	29
SESSION 14 Facilitating a session	31
SESSION 15 Supporting professional learning 2	32
SESSION 16 Wrapping up	34
Additional workshop resources	36
Messages (peripherals)	
R4 We can learn by ..	
R5 Stories for micro-training (Session 11)	
R6 The Juggler	
R7 Thinking about juggling in more detail: Tasks	
R8 Group instruction cards for micro-training #3	

The 2-day skilling-up workshop outline

Purpose of the workshop

To skill up the professionals who are responsible for empowering school-based colleagues in managing CPD in their own schools

Target group

A group of about 930 participants, consisting of PEAs and Zone CPD mentors will be responsible for facilitating the intervention entitled *Managing CPD in your school: A 2-day Skilling-up workshop*.

Outcomes

By the end of the workshop, participants must be able to:

- Display at least the same level of competence (knowledge, skills, attitudes) in the area of facilitating school-based CPD as their clients will be able to display at the end of the 2-day skilling-up workshop (see the workshop outline)
- Facilitate the 2-day skilling-up workshop entitled *Managing CPD in your school*, requiring mastery of such techniques as:
 - Story-telling
 - Eliciting
 - Giving instructions
 - Monitoring participants' work
 - Listening actively
 - Giving and receiving constructive feedback
- Talk about the way professionals learn and how they can best be helped to learn
- Support schools in managing school-based CPD and facilitating professional learning
- Advocate for school-based CPD in their own workplace and wider professional environment
- Display improved capacity for:
 - Teamwork
 - Tolerance of others involved in the CPD process
 - Empathising with the needs and views of others
 - Patience in the face of challenges
 - Flexibility needed to achieve a participatory approach
 - Enthusiastic engagement with the school-based CPD initiative

Workshop format

This is a two-day gathering with sessions beginning promptly at 08.00 on the first day. Thereafter, times are negotiable, within limits; eight 90-minute sessions will be needed if participants are to achieve the expected outcomes.

Core Facilitators

A team of training professionals consisting of officers from MOEST, MIE and TPDS.

Approach

The approach to be adopted throughout the workshop will be interactive and experiential, relying on a climate of openness, trust and experimentation, and hence risk-taking.

The programme

	Managing CPD in your school: A 2-day Skilling-up workshop	
	Day 1	Day 2
90 minutes 08.30 - 10.00	Session 1 Setting the tone (with a slight difference compared to the original version)	Session 5 Facilitating school- based professional learning 1
Break 10.00 - 10.30	BREAK	
90 minutes 10.00 - 12.00	Session 2 Getting to know The CPD Technical Manual (Section 2)	Session 6 Facilitating school- based professional learning 2
Lunch 12.00 - 13.30		
90 minutes 13.30-15.00	Session 3 Involving everyone	Session 7 Planning the way forward
Break 15.00-15.30		
90 minutes 15.30 - 17.00	Session 4 Exploring the CPD Tools	Session 8 Wrapping up
	Evening reflection task	

Guidelines for facilitating the workshop

Session 1 Introduction

Time allocation 90 minutes

Introduction

In this session, you will be setting the tone. Participants will be performing a lot of activities, e.g., introducing each other, defining the concept of CPD, discussing roles in school-based CPD, and setting group norms.

It is important that the facilitator should display the messages around the room.

Activities

Activity 1 Island-hopping

Notes to facilitators: Before the workshop

- 1 Write on flipchart each of the following statements or questions:
 - a. Why are we all gathered together here for three days?
 - b. What does “Skilling-up” mean to you?
 - c. What do we expect to achieve as a result of this workshop?
 - d. What are the challenges facing us about this work we are going to do?
 - e. When you think of “school-based CPD,” what do you imagine will be happening?
 - f. What do we on this island have in common in terms of our professional experience?
 - g. What contribution does each of us believe that we can make to this workshop?
- 2 Place each of the flipcharts on the ground in a circle starting with flipchart 1.
- 3 Make a copy of ‘R1 Secret routes for island-hopping’. Cut it up (horizontal strips, to be read from left to right) so that there are enough slips for each person to have one. There are 2 sets of ‘secret routes,’ for 17 and 30 participants. It is important to choose one set. Do not mix the two up. The minimum number for this activity is 17 - for any number smaller than this, individuals will find themselves alone on some islands. For any number between 18 and 29, use the second set of routes, handing them out in the order given, e.g., for 21 participants, use the first 21 routes.
- 4 Find a bell to ring, or use a saucepan lid and wooden spoon. (This is a signal for participants to move to another island.)

Instructions

- 1 Let the participants move to the first island on their itinerary and stand on or around it.
- 2 Let them greet and introduce themselves to the fellow travellers there.
- 3 Let them talk to each other for two minutes about their reactions to the question or statement on their island, making sure that everyone has a chance to speak.
- 4 Let them move to the second island on their itinerary after hearing the signal.
- 5 Let them repeat this process until they visit all the islands.

While at their last island, let the participants share their answers from all the Islands they have visited and reflect on their answers to the coming workshop.

It is important to note that the core-team will have 3 days of skilling up: two days will be for the PEAs and Zone mentors to experience how they will train Head teachers and school CPD mentors or deputy head teachers.

Activity 2 Word association: Continuous Professional Development (CPD)

Instructions

- 1 Ask the participants to form 6 groups.
- 2 Each group gets one word card: Continuous, Professional, or Development.
- 3 Let them think about what that word means - either an explanation or other words with a similar meaning.
- 4 Let groups re-form to make three groups, making sure that they have the 3 different words in their new group.
- 5 In these three groups, let the participants write down a group definition of Continuous Professional Development, drawing on their understanding of the three individual words from their previous discussion.
- 6 Let each group exchange their paper (bearing the definition) with another group, and they consider the other group's definition.
- 7 Let groups retrieve their papers and each revises their definition as a result of experiencing the outcome of thoughts from the two other groups.
- 8 Let one representative from each group read aloud their group's definition, and discuss in plenary.

Activity 3 Getting to know the roles of the school-based CPD

Instructions

- 1 Let the participants line up and then count 1 to 10 to form groups of three (assuming that you have 30 participants).
- 2 Let the three members of each group imagine that they all work at the same school and they give their school a name, talk about how big their school and where it is situated.
- 3 Let the participants in the group be assigned the role of a CPD mentor, the head teacher.

Note: The Participants will keep these roles throughout the workshop. In this way, they will be able to better benefit from the experience.

Activity 4 Performing 'Get-a-chair!'

Instructions

- 1 Let the participants sit in a circle, with no spare chairs. As a facilitator, you should stand in the middle. Working around the circle, assign participants these labels: Continuous, Professional and Development until each participant has a label they must remember.
- 2 Let the participants listen to the description of the game as follows.

Facilitators brain bank

Call out the name of one, two, or three component words of CPD, i.e., all the three components - and those participants must move to another chair. They may not sit down on the same chair or on the chair on either side of it. You should also get a chair as participants are moving.

Whoever is left without a chair should repeat the above activity. Everybody, including the caller, must find a new chair. The aim of the game is, always, to get a chair. Observe that everyone whose label is called out stands up.

- 3 Let the participants share the strategies they were using to get a chair.
- 4 In plenary, let the participants draw conclusions about achieving personal goals in groups.

Note to facilitators Move into the next activity while the participants are still sitting in the circle.

Activity 5 Formulating workshop norms

Instructions

1 Let the participants share their previous experience of workshop norms and their understanding of the value and purpose of these norms.

Note to facilitators You can only add extra norms if it becomes necessary. Otherwise participants' list of norms must be enough.

2 Ask the participants to be in groups of three (consisting of members standing for the words 'Continuous,'

'Professional' and 'Development' who will compete to in a game of "Get-a-Chair!") Before they start competing let them formulate one norm per group.

3 Let them share the norms they have formulated.

4 In groups, participants revisit their norms, and add more.

5 In plenary, let the groups discuss the norms and write them on a chart.

Note to facilitators Now continue the workshop as outlined in the facilitator's manual for the 2-day skilling up workshop, until Session 5, when there is another small change.

Session 2 Familiarisation with the CPD Technical Manual

Time allocation 90 minutes

Introduction

In this session, the participants will familiarise themselves with the CPD technical manual, section 2.

Activities

***Activity 1* Discussing school-based CPD**

Instructions

- 1 In the same groups (formed in Activity 5 of Session 1), let the participants discuss:
 - a. School-based CPD
 - b. Why the school is placed at the centre of the new national CPD model
 - c. The advantages of the school-based CPD
- 2 In plenary let groups present their answers.
- 3 Consolidate the activity.

***Activity 2* Understanding the school-based CPD cycle**

Instructions

- 1 Let the participants form new groups with 3 or 4 members.
- 2 Let each group devise a 'school-based CPD cycle' for a year.
- 3 Let them allocate the number of weeks of the school year to each stage of the cycle.
- 4 Let the participants display their work and conduct a gallery walk and comment.
- 5 Let the participants compare the result of their own work with the cycle on page 4 of their CPD Leadership Manual (Managing CPD in Your school).
- 6 In plenary, participants share burning issues arising from this exercise.
- 7 Consolidate the activity.

***Activity 3* Exploring the format of the leadership CPD participant manual**

Instructions

- 1 Let each participant read Stage 1: Getting started on page 5 of the manual and identify the column and its purpose.
- 2 Let the participants share their ideas with someone else.
- 3 Let the participants in pairs go through all the stages and the CPD management tools.
- 4 In plenary, let the participants report their work.
- 5 Consolidate the activity.

***Activity 4* Discussing the story: 'The ball of wool'**

- 1 Let the participants listen to the following story:

I wanted to knit myself a jumper, with a sunflower on it, and when I asked for some wool, my mother directed me to the old cloth bag under the stairs.

The cloth bag was an old patchwork thing, with a gathered string for its neck, and it was into this that, over the years, mother put all the remains from jumpers, scarves, cardigans and gloves that she had knitted for

herself and the family.

When I went to open the bag - what a mess! All the individual knots of wool had tangled themselves together into one huge knot.

“It’s hopeless!” I wailed to my mother. “All the wool is tangled up together. I can’t possibly knit a jumper with that. How could I even start to untangle it all?”

“It’s easier than you think,” said mother. “All you do is look for the easiest knot. When you undo that, the next knot will be easier too. And when you undo that, the next knot will be easier too. Just keep going until all the wool is unravelled.”

I did as my mother told me to, and started to undo the first knot, and then the second knot and then the third. Sooner than I thought, the wool started to loosen and different colours began to emerge.

First, I worked on the red wool. Then I worked on the yellow wool. Then I worked on the green wool. Then I worked on the grey wool. Very soon, instead of one huge knot, I had a number of neat balls of wool in front of me.

“You see,” said my mother, smiling. “It’s easier than you think. Now you can start to knit your jumper.”

As I started to knit, the pattern began to form: a sunflower, big and yellow and shining.

“Who would have thought,” I said to mother, “that such a beautiful sunflower was hiding in that old bag of wool?”

“But it was there all the time,” my mother replied, “it was just that you didn’t know where to look.”

- 2 In pairs, let the participants discuss what the story means to them in the context of CPD.
- 3 In plenary, let the participants share their ideas.
- 4 Consolidate the activity.

Activity 5 Introducing Tool 2b

Instructions

- 1 In pairs, let the participants turn to Tool 2b in the technical manual and discuss how this tool will be useful.
- 2 Using Tool 2b, let the participants do an evaluation.

Session 3 Involving everyone

Time allocation 90 minutes

Introduction

In this session, participants will discuss who stakeholders are in relation to CPD. They will also discuss the story about the enormous cassava. Choose and discuss messages (peripherals see tool 25 in the participant manual) and the stages of the School-based CPD model.

It is important that the facilitator should display the peripherals around the room in advance.

Activities

***Activity 1* Discussing ‘The Enormous Cassava’ in relation to CPD**

Instructions

- 1 Ask the participants to brainstorm the stakeholders of the school.
- 2 Write the group’s responses on a flip chart.
- 3 Read the story below, of the enormous cassava.

There was once a farmer who decided to plant a field of cassava. He noticed that one cassava grew bigger and faster than all the others, so he decided to leave it until the end of the harvesting season so that it could grow as much as possible.

Late in the year, the farmer decided that it was time to harvest the enormous cassava. He went down to the field and pulled and pulled and heaved and shoved, but the cassava stayed firmly in the ground!

Greatly frustrated by this turn of events, the farmer called his wife to pull on his belt while he pulled the cassava. Still the cassava would not move. So, the wife decided to call her dog and told it to pull her while she pulled her husband and the farmer pulled the cassava. Still the cassava would not budge.

A little while later the dog thought about calling the cat to come and assist them. The cat pulled the dog, while the dog pulled the farmer’s wife, and she pulled her husband, who pulled the giant cassava. Still the cassava would not come out of the ground and soon they were all exhausted and angry with each other.

Eventually, everybody was very tired and frustrated. The cat thought about calling the mouse to help. The farmer, his wife and the dog all laughed at the cat and wondered how such a small creature as a mouse could possibly make a difference and result in the cassava being pulled from the ground.

However, there seemed to be nothing else to do, so the cat went and called the mouse. The mouse pulled the cat, the cat pulled the dog, the dog pulled the farmer’s wife, the farmer’s wife pulled the farmer and the farmer pulled the cassava. Suddenly, there was a very loud ‘plop’ sound and the cassava was pulled clear of the ground. Everybody was delighted that the great task had been accomplished!

- 4 Let the participants talk about what the story means to them.
- 5 In pairs, let the participants talk about the story in relation to CPD.
- 6 In plenary, let each pair share their thoughts.

Activity 2 Exploring participation

Instructions

- 1 Ask participants to get into groups of three or trios and let them scan around the displayed messages on walls.
- 2 Let each group choose a message (peripheral) that they feel is connected in some way to participation and participatory approaches. When they decide, let them go and stand by it. If more than two trios are already bunched around one peripheral, one trio has to find another one to talk about.
- 3 Let each group discuss the way in which each message is relevant to participation and participatory approaches.
- 4 In plenary, let a representative of one group walk over to the message chosen by his/her trio and tell everyone about the way that trio thinks the message is relevant /connected to participation and participatory approaches. If any other group chooses the same message, and they feel they can add any new ideas, a representative can do so.

Notes to facilitators:

- If you are unable to deal with all the issues and questions people have, remind them about the 'Ball of Wool' story and reassure them that this 'big knot' will be untangled by the end of the workshop – there's still plenty of time!
- If you find that participants are getting tired at any point during this activity, try using an energiser. Five possibilities are:

Touch all 4 walls (A very quick one!) -As this suggests, participants touch all four walls and then return to their seats and continue working.

Zip, zip, bong!

- Standing in a circle, participants take turns to say the word 'Zip!'
- Then they pass the word 'Zip' around with an action, e.g., pointing both fingers at the next person.
- Finally, they bring in variety by someone saying the word 'Bong!' with a corresponding action, e.g.,

pulling down on a bell with both hands - this causes the order of turn-taking with the word 'Zip!' to be reversed.

Mrs. Phiri says - Everyone stands behind their chair and the facilitator gives instructions. If she/he says "Mrs. Phiri says stretch your arms behind your back" then everyone follows the instruction. If the instruction is "Stretch your arms behind your back" then people should ignore it and anyone who moves is 'out' and sits down. Make sure the actions are quite energetic, e.g., Touch your toes, Turn around on the spot, Stretch your arms above your head.

Farming yams - Moving to a space in the room, participants follow the facilitator in miming the process of farming yams. "Let's start by digging the ground to loosen it up..." etc.

Number-writing - Everyone stands behind their chair and the facilitator demonstrates writing the number "1" with a 'pen' consisting of hands clasped together in front of the face i.e. you have to move your body to move the pen. 'Count' as far as you feel you need to (to raise energy levels) but certainly go as far as "8," which is great fun!

Note: Provide an energizer when you note that people are getting tired.

Activity 3 Participating in our school-based CPD model

Instructions

- 1 Let the participants form 10 groups by counting off 1 to 10 and then moving to sit with other people with the same number.
- 2 Allocate one Stage of the CPD phases shown in participants' manual (Managing CPD in Your School) to each group as follows:
 - Groups 1 and 2: Stage 1
 - Groups 3 and 4: Stage 2
 - Groups 5 and 6: Stage 3
 - Groups 7 and 8: Stage 4
 - Groups 9 and 10: Stage 5
- 3 Let each group study the Stage in detail and identify where the model requires CPD managers to work in a participatory way.

Note to facilitators Encourage people to try to work things out for themselves at the moment, telling them that they will have a chance to ask questions later. However, if in your monitoring you notice a really serious misunderstanding - or if a group is really not coping with the task - then intervene just enough to help them to move forward.

- 4 Let groups 1 and 2 join together, Groups 3 and 4, etc., and in the 5 new groups let participants share what they have learned from the previous step.
- 5 In plenary, ask them to describe briefly their Stage to everybody else, and to highlight its participatory elements by looking at who is participating and how.

Session 4 Exploring the CPD tools

Time allocation 90 minutes

Introduction

In this school-based CPD, there are tools that will be useful for specific activities. Although it is a challenge to design your own tools, you can get over the task by collaborating with others.

Activities

Activity 1 The right tool for the job

Note to facilitators This activity is intended to bring up fun to participants as they are familiarized to handling the manual. Do it quickly and avoid spending time answering specific questions about the manual. Again, if you need to, remind them about the ‘Ball of Wool’ story and reassure them that this ‘big knot’ will be untangled by the end of the workshop – there’s still plenty of time!

Instructions

- 1 Let the participants form pairs.
- 2 Let the participants work individually to search the manual to find responses to the facilitator’s questions.
- 3 Let the participants answer the following questions:
 - a. What is Tool 7?
 - b. When (Stage # and week #) is the first time that Tool 7 will be useful?
 - c. What is Tool 22?
 - d. When (Stage # and week #) is the first time that Tool 22 will be useful?
 - e. What is Tool 26?
 - f. When (Stage # and week #) is the first time that Tool 26 will be useful?
 - g. What is Tool 13?
 - h. When (Stage # and week #) is the first time that Tool 13 will be useful? i. What is Tool 32?
 - j. When (Stage # and week #) is the first time that Tool 32 will be useful?
- 4 Let the participants take turns to offer answers and all the pairs check their work. Anyone that got 10/10 is congratulated!

Activity 2 Designing a tool

Instructions

- 1 Let the participants be in pairs.
- 2 Let each pair design a tool as assigned by the facilitator.
- 3 Let each pair display the tool they have designed for others to comment.
- 4 Let each pair use comments and samples to improve the tools.

Activity 3 Reflecting on the last two sessions (using Tool 2b)

Instructions

- 1 Let the participants work individually to complete the record for Sessions 3 and 4, using Tool 2b.
- 2 Let each participant find someone to work with and share what they have written and they finalize their record.

Session 5 Facilitating school-based professional learning 1

Time allocation 90 minutes

Introduction

In Session 4 you explored the tools you will use during CPD; in this session you will learn how to facilitate school-based professional learning 1.

Activities

Activity 1 Solving the Dots puzzle

Instructions

- 1 Let the participants solve the puzzle on page.....
- 2 Let the participants share their ideas about how they solved the puzzle.
- 3 Let the participants discuss what they have learnt solving the puzzle.
- 4 Let the participants discuss the relevance of this learning for managing CPD and facilitating school-based professional learning.
- 5 Consolidate the activity.

Activity 2 Discussing values, attitudes, and attributes in facilitating CPD

Instructions

- 1 Let the participants study the message on the flip charts which reads:
'Quality is never an accident; it's always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.' 'You don't have to be ill to get better.'
- 2 Let the participants discuss the values, attitudes and personal attributes that are expressed in relation to managing school-based CPD and facilitating professional learning in their school.
- 3 Let the participants be in pairs and choose a message that they feel expresses a value, attitude or attribute in relation to managing school-based CPD.
- 4 In plenary, let the pairs share their findings from the messages.
- 5 Consolidate the activity.

Activity 3 Identifying CPD needs

Instructions

- 1 Let the participants form new groups of 4.
- 2 In the groups let them look at Tools 12 and 18.
- 3 Let them identify the process for identifying CPD needs in their school.
- 4 Let them share their responses in plenary.
- 5 Consolidate the activity.

Activity 4 Identifying types of CPD intervention

Instructions

- 1 In groups, let the participants discuss how people acquire skills in crafts, e.g., tailoring.
- 2 In the same groups let the participants discuss how teaching can also be viewed as a craft and that its skills can be perfected.
- 3 In plenary, let the participants share what kind of school-based activities can help them to develop.
- 4 Consolidate the activity.

Session 6 Facilitating school-based professional learning 2

Time allocation 90 minutes

Introduction

In this session, the participants will work as School CPD Teams, i.e., CPD Mentor, Section Heads, Deputy Head teacher and Head teacher. The purpose of this session is to get the participants to appreciate the CPD plan and some of the interventions they would be managing.

Activities

***Activity 1* Discussing the CPD**

Plan Instructions

- 1 Let the participants form groups of three.
- 2 Let the participants review Tool 32 (Our School's CPD Plan) document and identify the different types of intervention that they will be planning for, comparing this to their learning at the end of the previous session.
- 3 In plenary, let the participants share their findings from this activity.

***Activity 2* Managing CPD interventions**

Instructions

- 1 Ask participants to move into an open space (outside if necessary) and form a large circle to do the 'Circle clapping' exercise.

This requires them to clap hands in front then clap hands with their neighbours on both sides, clap hands in front etc. When the facilitator says a number (on the neighbour-clap beat) the participants clap their hands in front accordingly and then continue. This may require several new starts.

- 2 Ask participants to think about how this exercise can be useful in relation to CPD.
- 3 Let the participants now form three different circles: for CPD Mentors, Head teachers and Deputy Head teachers.
- 4 In turn, let each circle divide into three groups by counting off 1, 2, 3. The groups formed in this way find a place to work together as CPD Mentor, Deputy Head teacher and Head teacher.
- 5 Ask each group to focus on a specific tool related to their work:
 - a. CPD Mentors: Tool 16, 12
 - b. Head teachers: Tool 20
 - c. Deputy Heads: Tool 26
 - d. Section Heads: Tool 16
- 6 Let the participants move into their school trios and take turns in sharing their new learning.
- 7 Ask one school trio to present what they have shared about the tools studied. (Other trios can add if they have something new.)

***Activity 3* Reflecting on sessions 5 and 6 (using Tool 2b)**

Instructions

- 1 Let the participants work individually to complete the records for Sessions 5 and 6, using Tool 2b.
- 2 In pairs, let the participants share what they have written and finalise their record.

Note: Peripherals are on page 67 in the participants manual – Tool 25.

Session 7 Planning school based CPD implementation

Time allocation 90 minutes

Introduction

Planning the way forward refers to getting ready for the activities that are coming ahead. In this session, you will draw up the template for the CPD calendar. You will then fill the calendar for your first year of managing school-based CPD.

Activities

***Activity 1* Drawing up the template for the CPD calendar**

Instructions

- 1 Sitting in their school groups, let the participants use one of their copies of Tool 3.
- 2 Let the participants study the instructions in Tool 3.
- 3 Let them draw the calendar for their first year (and some months of the next year) of school-based CPD.
- 4 Let the participants compare their calendars with another school, checking that they are complete and correct.

***Activity 2* Filling in the calendar**

Instructions

- 1 Working in their school groups, let the participants work through the Phase Sheets in their CPD Manual (Guide to the CPD cycle).
- 2 Let them study the phase sheets.
- 3 Let them draw up a form for the CPD calendar for their first year.
- 4 As they do so, let them note what they still feel uncertain about.
- 5 Schools should compare their calendars.

Session 8 Conducting wrapping up activities

Time allocation 90 minutes

Introduction

In this session you will conduct wrapping up activities. You will also discuss some stories and their relationship to CPD.

Activities

Activity 1 Reflecting on Session 7 using Tool 2b

- 1 Let the participants individually complete Session 7 using Tool 2b.
- 2 Let them find someone to work with and share what they have written.

Activity 2 Listening to the story 'Freddie the Frog'

Instructions

- 1 Let the participants listen to the following story:

One day, Freddie the Frog was walking through the field next to his river when he came across a bucket of milk. Somebody must have forgotten to take it home after milking the cow! How lucky for Freddie - he loves milk.

Freddie hopped up onto the rim of the bucket, to take a closer look inside. Yes, it was full of delicious-looking and delicious-smelling milk. Without thinking any further, he dived in and started swimming around in the milk and taking great big gulps of it. Yes, it was delicious indeed!

Now Freddie is a curious and adventurous young frog, and many of the other frogs who live in his river are jealous of him. Some of them were watching him now and saying, "There he goes again, looking for trouble. Frogs aren't supposed to like milk and there he is, swimming in it! He'll be sorry. He hasn't realised it but he's going to get stuck in that bucket and drown. Just wait and see."

Meanwhile, Freddie had drunk as much milk as he wanted and decided to get out of the bucket. He looked up, and it was only then that he realised just how low the milk was in the bucket, and just how far away the rim was. Still feeling brave, and fuelled by all that good milk, Freddie kicked his legs and rose up out of the milk. But he couldn't reach the rim and slid down the greasy side and splashed back into the milk. He looked around the bucket in panic - there was nothing to jump from! Not a single lily pad in here! He should have thought of this before, but he had so wanted the milk and in his enthusiasm hadn't expected he'd be facing this problem further down the line.

The other frogs had now taken up position near the base of the bucket, and were jeering at him, mocking him for being so stupid. "We've always told you you'd get into trouble one day, Freddie, with your adventuring. But you never listen! Now you're getting what you deserve."

Freddie heard the cruel words of the other frogs and felt like giving up. He was close to drowning when suddenly he imagined he could hear his father's voice, louder than the voices of his vicious and resentful peers. His father was saying what he often said when he was still alive: "Freddie, my son, if at first you don't succeed, try, try and try again!"

Heartened by this memory, Freddie tried to leap out of the bucket again but didn't make it to the rim, and slid back down into the milk. As his heart was filling again with despair, he heard his father's voice in his head: "Freddie, if at first you don't succeed, try, try and try again!"

He tried again and failed again, and heard the voice: "If at first you don't succeed, try, try and try again!"

He tried and failed, and tried and failed, and tried and failed. He was splashing about so much that he couldn't hear the taunting and complaining and I-told-you-sos of the other frogs. The memory of his father's words kept driving him on. "If at first you don't succeed, try, try and try again!"

Suddenly, something was happening, something was changing! The milk was changing around him - it was getting thicker and thicker and ... before long, Freddie felt something solid form under his legs. The milk had turned to butter! He looked around the bucket, at this place that had posed him such a great challenge and, taking his leave he pushed off with his legs from the butter slab and leapt triumphantly over the rim of the bucket and onto the grass.

The other frogs could only watch in disbelief as Freddie hopped across the field and splashed into the river.

- 1 In groups, let the participants discuss what this story means to them in the context of learning how to do and facilitate CPD in their schools.
- 2 In plenary, let groups share their findings.
- 3 Consolidate the activity.

Activity 3 Listening to Gandhi's story

Instructions

- 1 Let the participants listen attentively to Gandhi's story and, individually, think about what the story means to them.

One time, a woman came to Gandhi and asked him to tell her overweight son to stop eating sugar.

'Madam,' he replied, 'come back in three weeks' time.'

Surprised at this request, she nevertheless returned with her son three weeks later.

Gandhi looked at the boy and said, 'Stop eating sugar.'

When the boy had left the room, the mother turned to Gandhi and asked why he hadn't said this three weeks ago. Gandhi replied, 'Madam, three weeks ago I myself was eating sugar.'

- 2 Let the participants in pairs discuss what this story means to them in the context of CPD.
- 3 In plenary, let the participants share their discussions.
- 4 Consolidate the activity.

Activity 4 Evaluating workshop sessions

Instructions

- 1 Give each participant six small squares of paper and display six flipchart sheets in different places in the room. On each sheet is one of the following numbered and unfinished sentences:
 - a. At this moment I am feeling ...
 - b. What I really liked about this workshop was...
 - c. What I would have liked to practise more was ...
 - d. What I would have liked to know more about was ...
- 2 Let the participants complete the work that is displayed on the wall.
- 3 Ask participants to read other participants' reactions.

Note: To help you to do your job better, avoid dwelling on financial or administrative issues.

Activity 5 Reflecting on Session 8 (using Tool 23)

Instructions

- 1 Let the participants individually complete the record for Session 8, using Tool 23.
- 2 In pairs, let the participants share what they have written and let them finalise their record.

Session 9 Getting back into our usual roles

Time allocation 90 minutes

Introduction

In this session you will review the work that has been done during the first 2 days. You will also set the climate for the last two days of the workshop. Note that participants will take their normal roles.

Activities

***Activity 1* Becoming themselves again!**

Instructions

- 1 Ask participants to join one of the facilitators outside the room.
- 2 Let them recall the visualization exercise on Day 1 of the workshop, when they took the role of a member of a specific school's CPD Team.
- 3 Let each group turn to another group and introduce themselves according to their professional roles, e.g., PEA, H/Ts and section heads.
- 4 Let them go back into the training room as they are being greeted warmly by the other facilitator.

***Activity 2* Reviewing the workshop outline**

Notes to facilitators

- You will need to have copies of the workshop outline at hand, in case participants have forgotten to bring theirs or indeed have not received one.
- The time allowed for this activity is purposely short; in many cases, the participants' residual queries (after talking to each other) will likely best be answered with a gentle 'This will become clearer as we continue working together.' This is especially true of questions referring to the objectives, e.g., What does 'eliciting' mean?

Instructions

- 1 Let the participants find a partner that they have not yet worked much with.
- 2 In these pairs, let them read the workshop outline and talk about anything that they don't understand.
- 3 In plenary, participants seek clarification from other participants, and if necessary the facilitators, on any aspect(s) of the workshop outline.

***Activity 3* Reflecting on being a learner at a 3-day skilling-up workshop**

Instructions

- 1 In pairs, let the participants share what helped them to learn in the last 3 days of the workshop.
- 2 Ask the pairs to break and form new pairs and continue sharing.
- 3 Let the participants consider the following:

“We now know more about how you learned what you learned during the 3-day skilling-up workshop. So, what does this mean for you as future facilitators? What does the job of being a facilitator demand from you in terms of skills, knowledge and attitudes?”

4 In plenary, let the participants present their findings without repeating what someone else has already said.

5 Write the participants' responses on a flip chart.

Note to facilitators It is important that you monitor carefully at this stage and, if necessary, challenge groups to think about skills, knowledge and attitudes that support learning.

Again, make sure that reference is made in a balanced way to the skills, knowledge and attitudes that support learning.

Activity 4 Discussing messages (peripherals)

Instruction

- 1 Ask participants to stand up and find someone who they feel is very like them - who seems to have similar ideas and is easy to talk to, and they sit together.
- 2 Let each pair select a message that they find inspirational from the wall without removing it and stand by it. Once a message is 'taken,' another pair who would have liked it must find another one to talk about.
- 3 In pairs, let the participants explore their message and talk about what it means and how it relates to CPD.
- 4 Let a pair find another pair to work with and share their choice of message. Each pair talks about what their message means and how it relates to CPD.

Note to facilitators It is important that you monitor carefully at this stage and - if necessary - challenge groups to dig deeper into their memories and their abilities for understanding what was happening at the workshop.

Session 10 Getting people to talk

Time allocation 90 minutes

Introduction

This session focuses on sharing skills to get participants take part in the group activities through talking. There are three activities which are: micro-teaching 1: eliciting, guidelines for helping people to talk, and learning to listen better 1.

Activities

Activity 1 Micro-training 1: eliciting (55 minutes)

Instructions

- 1 Let participants form 2 groups with 'peripheral foursomes' splitting up into two and each pair taking their original choice of peripheral with them.
- 2 Each group to have one facilitator
- 3 Each pair should have a piece of paper with a number on it, which decides the order in which they will have their turn at facilitating.
- 4 Decide who should start to practice facilitating
- 5 Demonstrate the task to the group
- 6 Let each participant take a turn to facilitate for 3 minutes
- 7 Observe and give helpful feedback after 2 turns, 4 turns and at the end
- 8 Let each participant have a chance to seek any clarification before moving into their new micro-training groups.

Notes to facilitators

- Each of you will attend to one of the groups, which is likely to have 16 participants (8 pairs)
 - Amongst the things you need to be noticing are:
 - opening questions that are effective or not so effective
 - things that facilitators say - or could have said - to get participants to dig deeper
 - evidence that facilitators are listening well / not listening
 - if facilitators move into 'telling mode'
 - how effectively the peripheral is displayed
 - Remembering that this is the first time participants will have micro-taught, you need to find the right balance between honesty (to help them to learn) and gentleness (to build their confidence), to point out strengths as well as weaknesses, and to limit your feedback on weaknesses only to the most obvious and / or those that are easily rectified.
- 9 Let participants observe the facilitator as she/he demonstrates what they will do next i.e. Show a peripheral and get 'participants' to talk about what the peripheral means to them, and how it relates to CPD.
 - 10 Let participants recall the things they heard the facilitator say / do.
 - 11 Let participants take a folded piece of paper with the number of their turn on it, and the first two 'facilitators' have their turn
 - 12 Let participants listen to the (lead) facilitator's feedback.

The micro-training session continues as planned until all have had their turn and the facilitator has provided feedback. (10 minutes)

13 Let participants return to their 'peripheral foursomes' and share what they have learned in their different groups, especially about how to help people to talk.

Activity 2 Guidelines for helping people to talk (20 minutes)

1 Let each pair report the strategies they have learnt on how to help people talk.

2 Let other pairs who think they have something new make a contribution.

Facilitators brain bank

There are an infinite number of strategies, but the following are worth eliciting / mentioning, if they don't come up:

- Listening actively
- Using gestures, e.g., circling movement with the hand, raised eyebrows and expectant smile = "tell me more"
- Accepting what people say / respecting contributions as views/opinions
- Giving people time to think / tolerating silent moments
- Making eye contact, especially when you see that someone's almost ready to speak
- Not repeating what people have said, so that participants listen to - and engage with - each other
- "Can you give me an example?" if someone makes a general statement
- "Can you tell me more about that?" if someone starts an idea but doesn't go very far / deep

If you find that participants are tending to talk in terms of attitudes e.g. 'sensitive', 'observant', 'respectful' ... challenge them to convert this into observable behaviour by asking e.g. What would you actually be doing if you were 'being sensitive'?

Activity 3 Learning to listen better 1

Note to facilitator You might introduce this activity by referring back to the discussion in the previous activity, where 'listening actively' was identified as a strategy - it might be argued that this is the most important strategy - for helping people to talk. This is the first of the three exercises which you will teach participants to do - exercises which they can do regularly with colleagues or friends or family members, any place and any time! Like keeping fit... keeping listening - fit.

1 Demonstrate the exercise to participants, namely:

The two people stand opposite each other. One of them says something about what happened yesterday, and the other repeats it, copying exactly the words, the voice, the gestures - as if they are a reflection in the mirror. They continue doing this for two/three utterances.

2 Let participants work in their 'peripheral pairs' again and do the exercise. Swap roles after 1 minute.

3 In plenary, let participants consider the question: "What exactly is it that you are repeating - or 'mirroring'?"

4 In plenary, let participants consider the question: "Why is it important to notice these things when you are listening to someone?"

5 In plenary, let participants consider the question: "Research tells us what percentage of meaning is communicated through words and what percentage through non-verbal communication. What do you think the ratio is?" (3 minutes)

6 Working in their 'peripheral pairs' again, let the participants have another chance to practice doing the exercise. After 1 minute - at a signal from the facilitator - they swap roles.

7 Let participants work in their 'peripheral pairs' again and do the exercise. Swap roles after (a minute).

8 In plenary, let participants consider the question: "What exactly is it that you are repeating - or 'mirroring'?"

Facilitator's brain bank

The words, the voice, the tone, the gestures, the facial expression, body posture, the distance from / nearness to the conversation partner.

9 In plenary, let participants consider the question: "Why is it important to notice these things when you are listening to someone?"

Facilitator's brain bank

Because a lot of a person's 'meaning' is communicated through these non-verbal behaviours.

Note Be sure that participants understand that the exercise helps us to learn to notice these things; we are not suggesting that they go around parroting people, like in the annoying child's game!

10 In plenary, let participants consider the question: "Research tells us what percentage of meaning is communicated through words and what percentage through non-verbal communication. What do you think the ratio is?"

Facilitator's brain bank

Let participants guess, and respond to the different suggestions with interest.

Then tell them what the research tells us, i.e., the ratio is 90:10, in favour of non-verbal communication. So, we need to be able to 'hear' this, and be aware of the signals that we too are sending.

The research also tells us that if there is a contradiction between the verbal and the non-verbal messages, we should believe the latter - we may be able to conceal the truth with our words but our bodies find this much harder to do.

11 Working in their 'peripheral pairs' again, let the participants have another chance to practice the exercise. After 1 minute - at a signal from the facilitator - they swap roles.

Session 11 Using stories during CPO workshop

Time allocation 90 minutes

Introduction

In session 10, participants learnt how to get people to talk. In this session, they will learn how to use stories during CPD workshop.

Activities

Activity 1 Preparing for micro-training #2

Instructions

- 1 Let the participants form groups using the technique suggested by one of them and let them decide who is A, B, C, D and E.
- 2 Let the participants discuss how this second micro-training session will be organised.
- 3 Let the groups re-form to make new groups by all the As, Bs, Cs, Ds and Es coming together.
- 4 Working in their groups, let the participants prepare to use a story to facilitate learning.
- 5 Consolidate the activity.

Facilitator's brain bank

Preparing to use a story to facilitate learning:

Read and understand the story.

Discuss what the story means for them - in life generally, and then in the context of education in Malawi and CPD in particular.

Decide on the first question that they will ask to start eliciting participants' reactions to the story, and a second follow-up question that they might be able to use, depending on the reaction to the first.

Practise reading the story.

They will try to do all this preparation as quietly as possible so that others do not overhear them, so as not to spoil the impact of the stories later.

Activity 2 Implementing micro-training#2

Instructions

- 1 In their new groups, let the participants take turns to facilitate learning using their story.
- 2 Let them discuss each facilitation.
- 3 Consolidate the activity.

Facilitator's brain bank

Each of you will attend to half of the groups, placing yourself where you can observe what is going on in all of them. You will give feedback at some point, after at least 2 stories have been read, to each of the groups. Amongst the things you need to be noticing are:

- How effectively the story is read
- Opening questions that are effective / not so effective
- Things that facilitators say - or could have said - to get participants to dig deeper
- Evidence that facilitators are listening well / not listening
- If facilitators move into 'telling mode'
- Remembering that this is only the second time participants will have micro-taught, you need, as before, to find the right balance between honesty (to help them to learn) and gentleness (to build their confidence), to point out strengths as well as weaknesses, and to limit your feedback on weaknesses to only the most obvious and / or those that are easily rectified.

Activity 3 Reflecting on micro-training#2

Instructions

- 1 Let the participants return to their original groups and share what they have learned about using a story to facilitate learning.
- 2 In plenary, let each group share what they have learned from this activity.
- 3 Let each participant think of a word to describe how s/he is feeling.
- 4 Let the participants stand up and listen to words from the facilitator describing their feelings (e.g. happy, tired, energized, uncomfortable, optimistic) while each one of them sits down upon hearing the word in her/his head.
- 5 Let the participants who have sat down join in the word guessing, to make it possible for everyone to sit down.
- 6 Consolidate the activity.

Session 12 Supporting professional learning

Time allocation 90 minutes

Introduction

This session is about what PEAs can do to support learning in a school-based CPD model. This calls for working collaboratively with other stakeholders in order to achieve a shared goal.

Activities

***Activity 1* Role playing butterflies and caterpillars**

Note to facilitators It is important that participants work fast in this activity, and have fun - discourage people from writing, in particular.

Instructions

- 1 Let the participants be in two groups.
- 2 Ask one group to move out of the room.
- 3 Whisper to the group outside the room that they should imagine that they are butterflies and their task is to persuade the caterpillars in the room to become butterflies.
- 4 Do the same to the group in the room that they should imagine that they are caterpillars who are being persuaded to become butterflies (caterpillars can also say why it is good to be caterpillars).
- 5 Let the participants work in pairs of one 'butterfly' and one 'caterpillar,' each butterfly tries to help the caterpillar believe that it is worth becoming a butterfly.
- 6 Let the participants repeat step 5 with another pair.
- 7 In plenary, let the participants consider the reasons it was or was not easy to feel better, or help someone feel better about change.
- 8 Let the participants listen to the story below:

I remember one morning when I discovered a cocoon in the bark of a tree, just as the butterfly was making a hole in its case and preparing to come out. I waited a while, but it was too long appearing and I was impatient. I bent over it and breathed on it to warm it. I warmed it as quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened, the butterfly started slowly crawling out and I shall never forget my horror when I saw how its wings were folded back and crumpled; the wretched butterfly tried with its whole trembling body to unfold them. Bending over it, I tried to help it with my breath, in vain. It needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear, all crumpled, before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.

That little body is, I do believe, the greatest weight I have on my conscience.

- 9 In pairs, let the participants share what this story means for them - especially in the context of what they will soon be doing in their professional role.

***Activity 2* Discussing spoons**

Instructions

- 1 Let the participants listen to the following story:
Two friends died. One went to heaven and one to hell.

The first friend moaned, "Life in hell is awful! Every day we are led into huge banqueting halls with tables piled high with masses of food. But we can't eat a thing - the knives and forks are over a meter long and we can cut the food on our plate but we can't get it into our mouths. We just get hungrier and hungrier, tormented by the sight and the smells but never being able to taste the food. It really is hell."

His friend smiled and said, "It sounds a lot like heaven really. In heaven we have banqueting halls and long tables piled high with food, smelling delicious and looking fantastic. The only difference seems to be that our knives and forks are two meters long."

"What?!" exclaimed the man from hell. "That sounds worse than our situation. If we can't get the food into our mouths with knives and forks that are a meter long, how do you manage with ones that are twice that length?"

The man from heaven smiled at his friend with kind, wise eyes. "Because in heaven we don't try to feed ourselves - we feed each other."

2 In plenary, ask the participants to share what this story means for them - especially in the context of what they will soon be doing in their professional role.

***Activity 3* Discussing what PEAs can do to support learning in a school-based model**

One day, God declared 'open-house' so that residents of heaven and hell could visit each other and talk about their experiences.

- 3 Let the new partners share with each other what they think their main learning has been today.
- 4 Ask the outside circle to rotate one place to the left and share with the new partner about something they learned about themselves during the day, related to supporting school-based CPD.
- 5 Let the outside circle rotate four places to the left and share any new insights they have gained about supporting others' learning.
- 6 Ask the inside circle to rotate one place to the left and talk about what they are feeling as they are nearing the last day of the workshop.
- 7 Let the outside circle rotate three places to the left and build on the ideas they had shared with their last partner.

Instructions

- 1 In pairs ask participants to consider the question: 'What does CPD currently look like in your zone?'
- 2 Let each pair share with others an overall picture of the current situation in the zones/schools.
- 3 In the same pairs, let the participants consider the question: 'How will the new model change the way the PEAs support teachers' CPD in their zone?'
- 4 In plenary, let the participants share their responses and note them on a flipchart.
- 5 Let the participants take note of what their evening reflection will be. They will look closely at all 5 Stages of the cycle (P.5-9 of the participant manual) and identify specific examples of when and how PEAs will be able to support CPD.

Activity 4 End-of-day

reflection *Notes to facilitator*

- For this activity you will need something that makes a noise to send a signal that time is up, e.g., a whistle or a saucepan lid and spoon.
- Encourage people to use their full time allowance at each Step - they may find this quite difficult at first.
- The individual times do not add up to the total - this is because a few minutes have been allowed for the maneuvering and instructions between Steps in this activity.
- Depending on events leading up to this workshop, you may be able to think of something more interesting/appropriate for participants to share during the 'Warming up' turn (Step 1).

Instructions

- 1 Let the participants count off "one," "two," "one," "two" etc. and form two circles, one inside the other, so that each person is facing another. 'The Twos' face outwards and 'the Ones' face inwards. The Ones then take a minute to tell the person opposite them about something interesting that they have found during the day, outside of the workshop. When they hear a signal (e.g., whistle, gong) it is the turn of the Twos.
- 2 Let the inside circle rotate one place to the left, so that each person is facing a new partner.

Session 13 Being a juggler

Time allocation 90 minutes

Introduction

In this session, participants will discuss a trainer or facilitator as a juggler. They will describe a juggler and why the facilitator is a juggler.

Activities

***Activity 1* Being a juggler**

Notes to facilitators

The metaphor used here is of the trainer as juggler, having to do a lot of things simultaneously, always keeping her (or his) eye on every ball, trying never to drop one of them. And if she does drop a ball - or even all the balls! - she quickly pulls herself together and gets them all back in the air again. This activity aims to help participants to understand better the complexity of the task of facilitating experiential participatory learning.

You will need to copy R6 onto a flipchart or the chalkboard.

It would be good to have three balls (or other soft objects) at hand, in case one of the participants is able to demonstrate juggling at Step 1.

Instructions

- 1 In pairs, let the participants consider the question: “What is a juggler?”
- 2 In plenary, let the participants consider the question. “What is a juggler?”
- 3 In pairs, let the participants consider the question. “Why is a facilitator a juggler?”
- 4 In plenary, let the participants consider the question. “Why is a facilitator a juggler?”

Note to facilitators Encourage participants to explore this metaphor a little and then display your drawing of the ‘The Juggler’ (R6).

- 5 In their pairs, let the participants try to do the task on R6. In doing so, they think about what they have seen their own facilitators do during this skilling-up workshop.
- 6 Let pairs exchange their work and make appropriate adjustments.
- 7 Let pairs suggest labels of the juggler’s balls. Before writing on the flip chart, the group should discuss the merits of each.

***Activity 2* Thinking about juggling in more detail**

Notes to facilitators

For this activity you are going to need one copy each of the materials at R7 ‘Thinking about juggling in more detail: Tasks.’

Ideally the materials should be laminated, so that participants cannot write on them and they are reusable. If you are using non-reusable paper copies, warn participants that they must not write on these copies, as another group will need them when they have finished.

Put each answer sheet into an envelope labeled with the appropriate letter.

Instructions

- 1 Let the participants think of a way to form six groups, and the person who comes up with the most exciting (and effective!) suggestion leads the group-forming activity. People settle themselves into these groups.

- 2 Let the participants work in groups for the following activity as instructed below:
 - a. There are 2 copies of three task packs - X, Y and Z - one per table.
 - b. Each group will do all three tasks, i.e., the tasks will be rotated.
 - c. Each task will take 15 minutes.
 - d. Participants should read and clarify the instructions with their group mates, and then ask a facilitator for help if they need it.
 - e. They must not open the envelope until the appropriate moment - as per the instructions.
- 3 Let groups now undertake the task in front of them as per their written instructions.
- 4 Let groups ensure that the answer sheet is back in the envelope and then pass the task pack to another group.
- 5 Let groups undertake their second task as per the written instructions.
- 6 Let groups ensure that the answer sheet is back in the envelope and then pass the task pack to another group.
- 7 Let groups undertake their third task as per the written instructions.
- 8 Let the participants in plenary raise any matters that they would like to hear other groups' views on.

Session 14 Facilitating a session

Time allocation 90 minutes

Introduction

In session 13, you identified your roles as juggler in a CPD session. In this session, you will plan and facilitate a micro-training session. You should therefore take an active part throughout the session.

Activities

***Activity 1* Planning for a micro-training session**

Instructions

- 1 Let the participants form 8 groups of 3 members each.
- 2 Give each one of the instructions in 128 in this manual.
- 3 Let each group read and understand their extract from the CPD skilling-up facilitators' guide.
- 4 Let each group plan how they would facilitate learning with this material, taking into account everything they have learned in the workshop so far.
- 5 Ask them to prepare to micro-train a small part of the session.
- 6 Give them 15 minutes maximum to do this.

Ask two groups that have prepared the same work to share their ideas, i.e., Groups A1 and B1 get together, Groups A2 and B2 get together, etc. They use this opportunity to refine their plan.

***Activity 2* Micro-training of a CPD Session**

Instructions

- 1 Let the participants be in two groups: A and B, i.e., all the As get together and all the Bs together in different places.
- 2 Ask each to present their plans for a micro-training session.
- 3 Ask some groups to carry out a micro-training session key planned.

Facilitator's brain bank

- Each of you should be with one of the groups. You need to be noticing the extent to which they have considered the following in their planning:
 - Managing time
 - Monitoring pair work and group work
 - Co-facilitating
 - Giving clear instructions
 - Helping people to talk
 - Evaluating process and progress, and ...
 - Making adjustments to plans
 - Maintaining relationships conducive to learning plus any other balls that were added to R8
- Use a mentoring approach in this session, beginning by telling participants what you have noticed and getting them to generate and consider other options. Involve the whole group as much as possible.

Session 15 Supporting professional learning 2

Time allocation 90 minutes

Introduction

In this session, participants continue to experience their roles as facilitators. They will also explore ways in which they can support school-based CPD.

Activities

Activity 1 Micro-training #3: reflection

Instructions

- 1 Let the participants rejoin and compare their plans from session 14.
- 2 Let them share what they have learned in their different groups about facilitating learning.
- 3 In plenary, let any participants who feel they have made any major break-through have an opportunity to share this.

Activity 2 Learning to listen better #2 10

Note to facilitators You might introduce this activity by saying that this is the second of three exercises which you will teach participants to do so that they can keep listening-fit!

Instructions

- 1 Ask participants to form trios (unless they were already in trios for the last activity, in which case they stay as they are). They decide who is A, who is B and who is C.
- 2 Let A tell a story in 1 minute about a long journey that they have recently experienced - in as much detail as possible, talking until they hear the facilitator tell them to stop. B and C are not allowed to write anything.
- 3 Let the Bs too have one minute to tell A and C about a long journey that they have recently experienced - in as much detail as possible. Again, A and C are not allowed to write anything.
- 4 Ask the Cs to take their turn, and proceed as their partners did.
- 5 Let them take turns to tell everything that they can remember from what they were told (can correct the others when they make a mistake).
- 6 In plenary, let the participants consider the question: "What skills are you developing here, that will help you to listen better?"
- 7 If there is time, participants have another chance to practise doing the exercise. This time they talk about something different.

Note to facilitators The flexibility offered by this activity in terms of time will give you a great opportunity to make up for the uncertainty (timing-wise) of the previous micro-training activity. Indeed, if you finished this earlier than expected, you could give participants the chance to practice this listening exercise three times, with different topics each time.

Activity 3 What PEAs can do to support learning in a school-based CPD model 2

Instructions

- 1 Ask participants to line up by number of siblings, and use this to form five groups.
- 2 Ask them to refer to the overnight task, each group takes one Stage from the cycle (Section 2 P.5-9) and looks in detail at the role of the PEA during that Stage in order to impact school-based CPD.
- 3 Let the group record their thoughts on a flipchart.

Note to facilitators Any groups which finish quickly (where there are many opportunities for the PEA to help) can be directed to P.10 of Section 2 and consider the role of the PEA after the first year of school based CPD.

4 Ask each group to present their Stage from Stage 1 to 5 in order and make amendments from suggestions from the whole group.

Note to facilitators At the end of the activity, gather together the 5 flipcharts and ...

Session 16 Wrapping up

Time allocation 90 minutes

Introduction

In this session, the participants will identify concerns that have not yet been addressed by evaluating the outcomes of the sessions.

Activities

Activity 1 Dealing with residual concerns

Instructions

- 1 Let the participants put their hands together so the tips of their fingers are touching.
- 2 Let them number their fingers 1-5, with the thumb being number 1 and the little finger being number 5.
- 3 Let them separate the thumbs and then each finger in turn.
- 4 Let the participants separate fingers 2 and 5 at the same time, then fingers 1 and 4, etc.
- 5 Let the participants consider the questions:
 - a. What do we learn from this activity?
 - b. How can we equate this activity to the schools in the zones?
- 6 Let the participants form groups of four. Each group receives 3 slips of paper.
- 7 Let them identify issues that they feel still need to be addressed or have been addressed but are still a concern.
- 8 Let them choose the three that they feel are most urgent and write one on each slip of paper.
- 9 Let two volunteers collect the slips, group those that are the same, and prioritise the issues in terms of the frequency of their arising.
- 10 Let the participants' slip by slip tables and discussed, for a maximum of 5 minutes each.

Activity 2 Evaluation of the workshop outcomes

Instructions

- 1 In four groups, let the participants revisit the outcomes of the workshop (stated in the workshop outline) and identify which ones have been tackled and which have not.
- 2 Let them use their notes and the wall displays to help them remember everything that has happened in the last two days.
- 3 In plenary, let the groups take turns to say which outcomes in their opinion - have not been addressed. Other groups may disagree by citing when and how the relevant outcome was tackled.

Note to facilitator If you disagree with any of the conclusions made by the whole group after discussion, express this (citing when and how the objective was addressed, in your opinion) but keep a note - for evaluation purposes - that this had not been obvious to participants.

Activity 3 Considering our further CPD needs

Instructions

- 1 In the same four groups, let the participants now consider what other CPD needs they have. (If they were to attend another skilling-up workshop in, say 6 months time, what would they want it to address?)
- 2 In plenary, let the groups report their findings.

Activity 4 Taking leave from the group

Instructions

- 1 Let the participants take one more small square of paper and find somewhere quiet to sit.
- 2 Let them think about all that has happened here and about what lies ahead.
- 3 Let them write something to finish the sentence ‘One thing I’d like to say to you all before I go is...’.
- 4 In turns, let the participants read aloud what they have written and then put their piece of paper in a box.

Notes to facilitator

- It’s appropriate for you to do this, too.
- Close the workshop as appropriate.

Additional workshop resources

A great many people think they are thinking when they are merely rearranging their prejudices.

William James

Conflict is a primary fact of life - and a constant learning opportunity. Taking charge of what learning occurs from the conflicts that surround us is an important and crucial responsibility of all educators.

From: Girard & KiJch (1996) Conflict Resolution in the Schools: a manual for educators. San Francisco, USA: Jossey-Bass. P. 1

Conflict is not inherently positive or negative; rather, it is a natural part of life.

From: Girard & KiJch (1996) Conflict Resolution in the Schools: a manual for educators. San Francisco, USA: Jossey-Bass. p 1.

Example is not the main thing in influencing others. It is the only thing.

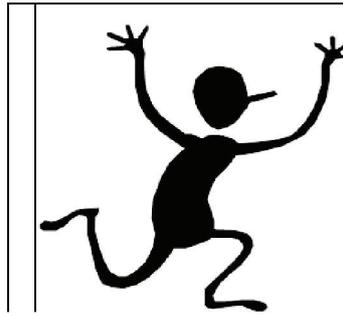
Albert Schweitzer

Give the world your best and you may get hurt.
Give the world your best anyway.

Mother Theresa

In the learning organisation,
the managers are the leading
learners.

Sources unknown



Lack of planning on
your part
does not constitute an
emergency on mine!

Nothing is so certain as change.

Responses to change!

Those who make it happen,
Those who let it happen,
Those who wonder what happened.

They cannot take away our self-respect if we do not
give it to them.

Mahatma Gandhi

'When all is said and done, more will be said than
done.'

Talk less,
do more.

R4

We can learn by ...

doing
helping
trying
failing
talking
listening
watching
daring
investigating
exploring
having fun
persevering
cooperating
sharing
being open



R5

Stories for micro-training (Session 11) I

walk down the street.
There is a deep hole in the sidewalk I
fall in.
I am lost, , I am hopeless. It
isn't my fault.
It takes forever to find a way out. I
walk down the same street.
There is a deep hole in the sidewalk. I
pretend I don't see it.
I fall in again.
I can't believe I'm in the same place.
But it isn't my fault.
It still takes a long time to get out.

I walk down the same street.
There is a deep hole in the sidewalk I
see it is there.
I still fall in ... it's a habit
My eyes are open
I know where I am
It is my fault.
I get out immediately.
I walk down the same street.
There is a deep hole in the sidewalk
I'll walk around it.

I walk down another street.

This poem, by Portia Nelson, is called Autobiography in Five Chapters



Ghandi

The story goes that on a certain day Gandhi and a companion entered the gates of a great city in order to share their teachings with the inhabitants. Almost immediately a follower of the Mahatma, who lived in the city, approached and told him, “Master, you are wasting your time and energy here. The people here are hard of heart, and resistant to change and the words of the truth. They are dumb and ignorant and have no wish to learn anything. Do not waste your gifts upon them.”

Gandhi smiled at the man and replied, “I have no doubt you are right.”

Some minutes later another adherent approached Gandhi saying, “My Lord, you are indeed most welcome by all in this fortunate city. The people await and anticipate the jewels of learning that will fall from your lips. They are hungry to learn and eager to serve you. Their hearts and minds are truly open to you.”

Gandhi smiled and replied, “I have no doubt you are right too.”

His companion turned to him and said, “Master, how is it possible you can say one thing to one man and something completely different to another? The sun and the moon can never be the same thing, and day cannot be night.”

Gandhi smiled at his friend and replied, “I have no doubt that you are right. And you may also consider that both men spoke truly according to their own values. The first expects to see the bad in everything. The second sees only the good. Both men perceive the world as they expect it to be. How can you say that either man perceives wrongly since all humankind perceives the world as they choose to experience it? Neither man spoke falsely; just something incomplete.”

N. Owen (2001) The Magic of Metaphor. Crown House Publishing: Carmarthen, Wales



Mama Lion and Baby Lion

Mama Lion and Baby Lion were out hunting in the jungle. They had had a very productive day, and were now lying down underneath a tree, sleeping off their meal and relaxing in the warm afternoon sun.

All of a sudden, in the distance, Baby Lion saw a hunter coming towards them.

“Mama Mama, wake up!” he shouted. “There is a hunter out to get us!”

“Hush, child,” said the Mama Lion.

“But Mama,” squeaked the youngster, “he has at least three rifles, some special computerized sighting scopes and other hi-tech devices to let him see in the dark. We’re doomed!”

“Watch,” said the Mama Lion, “and learn.”

While the hunter’s back was turned, the Mama Lion taught her cub how to slowly and silently sneak up from behind - and pounce!

Sadly, the hunter never lived to tell the tale, but Baby Lion always remembered the lesson.

Source unknown

The boy and the starfish



A man was walking along the beach when he noticed a young boy apparently picking something off the ground and throwing it out into the sea. As the man got closer to the boy he saw that the objects were starfish. And the boy was surrounded by them. For miles and miles all along the shore, there seemed to be millions of them.

“Why in the world are you throwing starfish into the water?” he asked the boy as he approached.

“If these starfish are on the beach tomorrow morning when the tide goes out they will die,” replied the boy, continuing with his work.

“But that’s ridiculous!” cried the man. “Look around you. There are thousands of miles of beach and millions of starfish. How can you believe that what you are doing could possibly make a difference?”

The young boy picked up another starfish, paused thoughtfully, and remarked as he tossed it out into the waves, “It makes a difference to this one.”

Loren Eisley, the American anthropologist, quoted in Margaret Parkin (2001), Tales for Coaching Kogan Page Ltd: London

NASA



In the early days of space research, the American President John Kennedy was visiting NASA, from where all the Apollo and space shuttle missions were flown. The President had met many great scientists and researchers. He had met astronauts - the men who had a great ambition to conquer space and to walk on the surface of the moon. He had met administrators and accountants, and many others whose contribution to the project was enormous. All were men and women who had a sense of destiny, purpose and pride.

Walking through the corridors on his way back to his limousine, the President came across an elderly, grey-haired man with a bucket in one hand and a mop in the other. It seemed to be quite an unnecessary question, but the President asked him politely, “And what do you do here at NASA?”

Straightening his back, the cleaner looked the President in the eye, and with a strong sense of pride and dignity in his voice he replied: “Sir, I’m doing the same here as everybody else. I’m working here to put a man on the moon.”

Adapted from Judith DeLozier, quoted in N. Owen (2001) The Magic of Metaphor Crown House Publishing: Carmarthen, Wales



Two drivers

Two cars were being driven fast and in opposite directions along a winding country lane somewhere in Europe. It was late summertime, and the hedgerows on either side of the road were thick and high. It was impossible to see around any of the comers.

Both drivers, because of the heat of the day, had their windows open, and their minds were focused on the road ahead and their destination. And, as it happened, the driver of one of the cars was a man and the other was a woman.

They approached the same bend at speed, and they only just managed to see each other in time. They both braked hard and just managed to slide past each other on the narrow road without scraping the cars’ paintwork.

As they did so, the woman turned to the man, and through the open window she shouted: “PIG!”

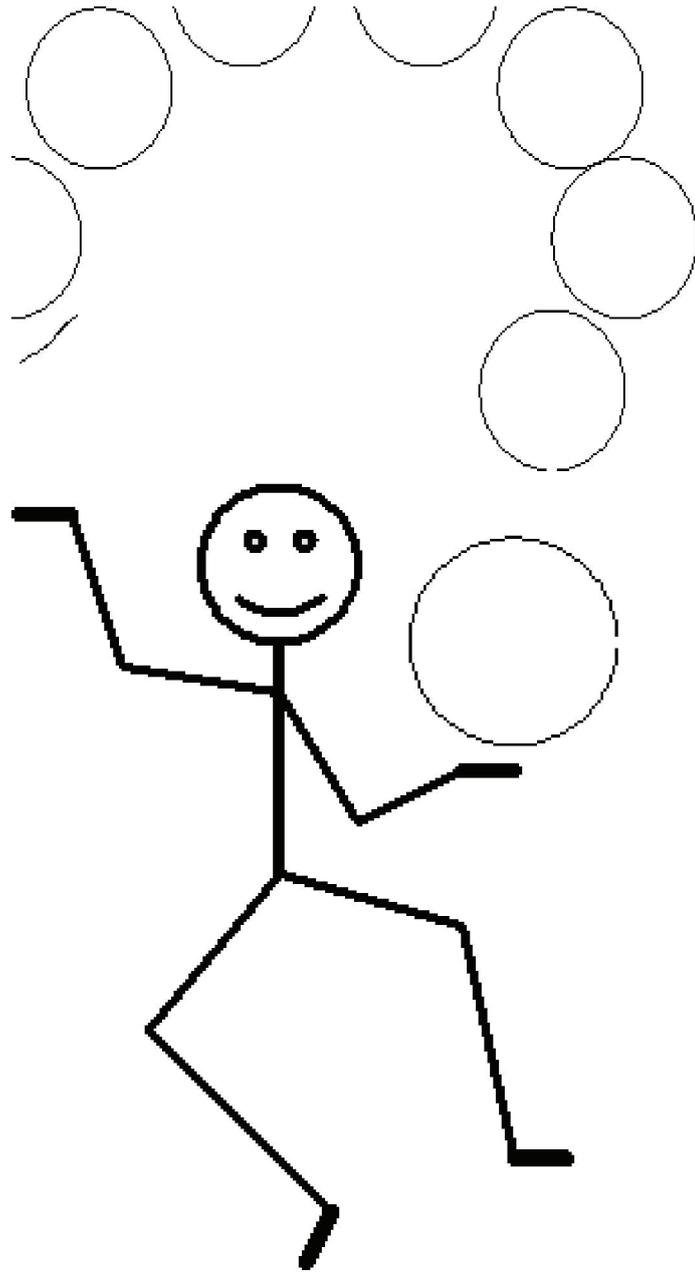
Quick as a flash the man replied: “COW!”

He accelerated around the comer ... and crashed into a pig.

Adapted from a story told by Rabbi Lionel Blue on -rThought for the Day-., on the BBC Radio 4Jilky programme, quoted in N. Owen (2001) The Magic of Metaphor Crown House Publishing: Carmarthen, Wales

R6

The Juggler



What do we juggle?

Task: Give each ball a label e.g. managing time

R7

Thinking about juggling in more detail: Tasks

Task X

- Make a list of the duties of a co-facilitator who is not leading the session.
- Spend at least 10 minutes on this task - dig deep!
- Then, open the envelope and compare your responses to what you find there.
- Feel free to call on a facilitator if there is anything you would like help with.
- In 20 minutes from now you will need to be able to pass this task pack to another group (or back to the facilitator if this is your third and last task).

Task X: some answers

- Follow (in the sense of concentrate on and keep up with) your colleague's part of the session so that you can help deal with any challenges.
- Notice any problems that s/he may not have noticed.
- Predict things that your colleague - or the participants - might need.
- Notice what participants are saying and learning so that you can draw on this when you are leading the next session / part of the session i.e. make links.
- Offer whatever logistical support you can, e.g., collect in materials, cut up paper for reaction slips, display completed flipchart sheets.
- Help with monitoring group work according to the lead facilitator's wishes, e.g., listening to half of the groups and feeding back to him/her, giving a follow-up instruction to half the groups, helping some groups with their tasks.
- Respond to your colleague's request that you observe some aspect of his/her - or the participants' - behaviour, so that s/he can reflect on this and improve e.g. 'Please record exactly what I say each time I give an instruction.'

Task Y

- Why do we monitor group work? And how would our behaviour as facilitators vary depending on our purpose?
- Spend at least 10 minutes on this task – don't skate on the surface!
- Then, open the envelope and compare your responses to what you find there.
- Feel free to call on a facilitator if there is anything you would like help with.
- In 20 minutes from now you will need to be able to pass this task pack to another group (or back to the facilitator if this is your third and last task).

Task Y: some answers

Purpose	Appropriate behaviour
To check that groups are on-task	If they are on task, leave them alone. If they are not on task, find out what the problem is and help.
To see how far groups have progressed	If you find they have finished, move on to the next, step/activity/task. If they have not gone as far as you planned, re-assess your plan and take action accordingly ... learning must be the priority.
To observe the learning that is taking place	Stand at a bit of a distance so as not to disturb/inhibit them. Take notes if necessary.
Because we are genuinely interested	Stand at a bit of a distance. Do not interrupt.

Whatever your purpose, be careful not to behave like an examination invigilator.

Task Z

- What are some of the traps that facilitators can fall into which lead to time slipping away from them?
- Spend at least 10 minutes on this task - excavate the iceberg!
- Then, open the envelope and compare your responses to what you find there.
- Feel free to call on a facilitator if there is anything you would like help with.
- In 20 minutes from now you will need to be able to pass this task pack to another group (or back to the facilitator if this is your third and last task).

Task Z: some answers

- Deviating from the workshop design without having fully considered the consequences
- Repeating instructions
- Telling stories or jokes that are not part of the material
- Preventing participants from working efficiently e.g. “You have 2 more minutes” ... “Now you have one minute left to finish” ... “Prepare to stop now” ... “Please stop now”
- Discussing what participants offer for you to write up on a flipchart, when the material is directing you to get - and respect - people’s ideas/opinions on something by writing up exactly what you hear
- Being extra neat when writing on a flipchart, e.g., using a ruler to draw a straight line
- Writing slowly on the flip chart, or with a delay
- Asking participants to move unnecessarily, e.g., back behind their desks for the discussion after a group work task
- Repeating what participants say
- Letting ground rules slip, e.g., on punctuality, listening to each other, speaking to add value

R8

Group instruction cards for micro-training #3

Group A1	Group 81
Your extract: 1.2 on page 6	Your extract: 1.2 on page 6
Group A2	Group 82
Your extract: 2.5 on page 12 2.5	Your extract: 2.5 on page 12
Group A3	Group A2
Your extract: 5.2 on pages 18-19	Your extract: 2.5Group 83
	Your extract:
Group A4	Group 84
Your extract: 8.2 on page 24	Your extract: 8.2 on page 24