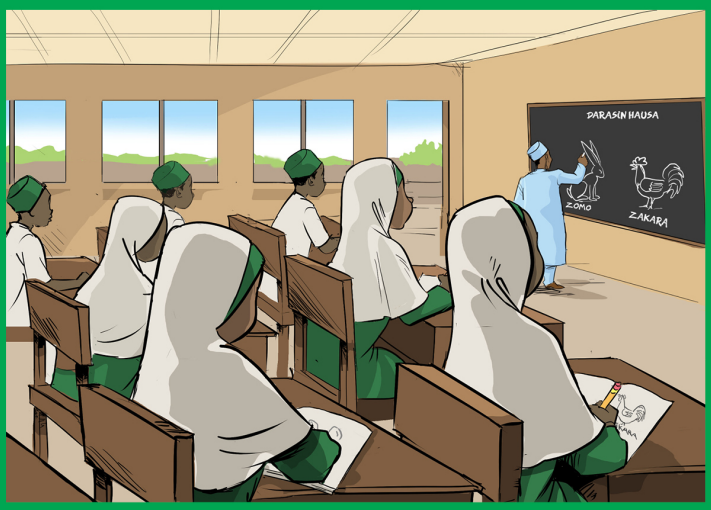
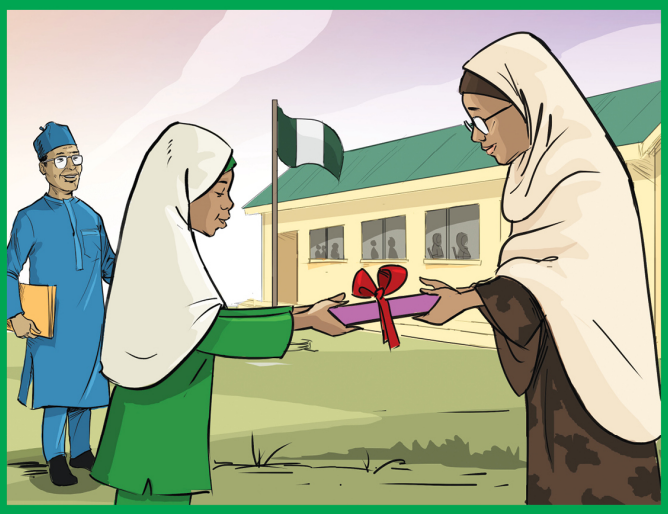
Mu Karanta!
Let's Read!

Guide to Coaching and Professional Learning Communities





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Mu Karanta! Let's Read!

Guide to coaching and professional learning communities

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This early grade reading material for Master Trainers, Trainers of Teachers (TOTs), School Support Officers (SSOs), Head Teachers and Teachers in Northern Nigeria is made possible by the support of the American people through the United States Agency for International Development (USAID) under the Northern Education Initiative Plus program (Contract Number AID-260-C-15-00002)

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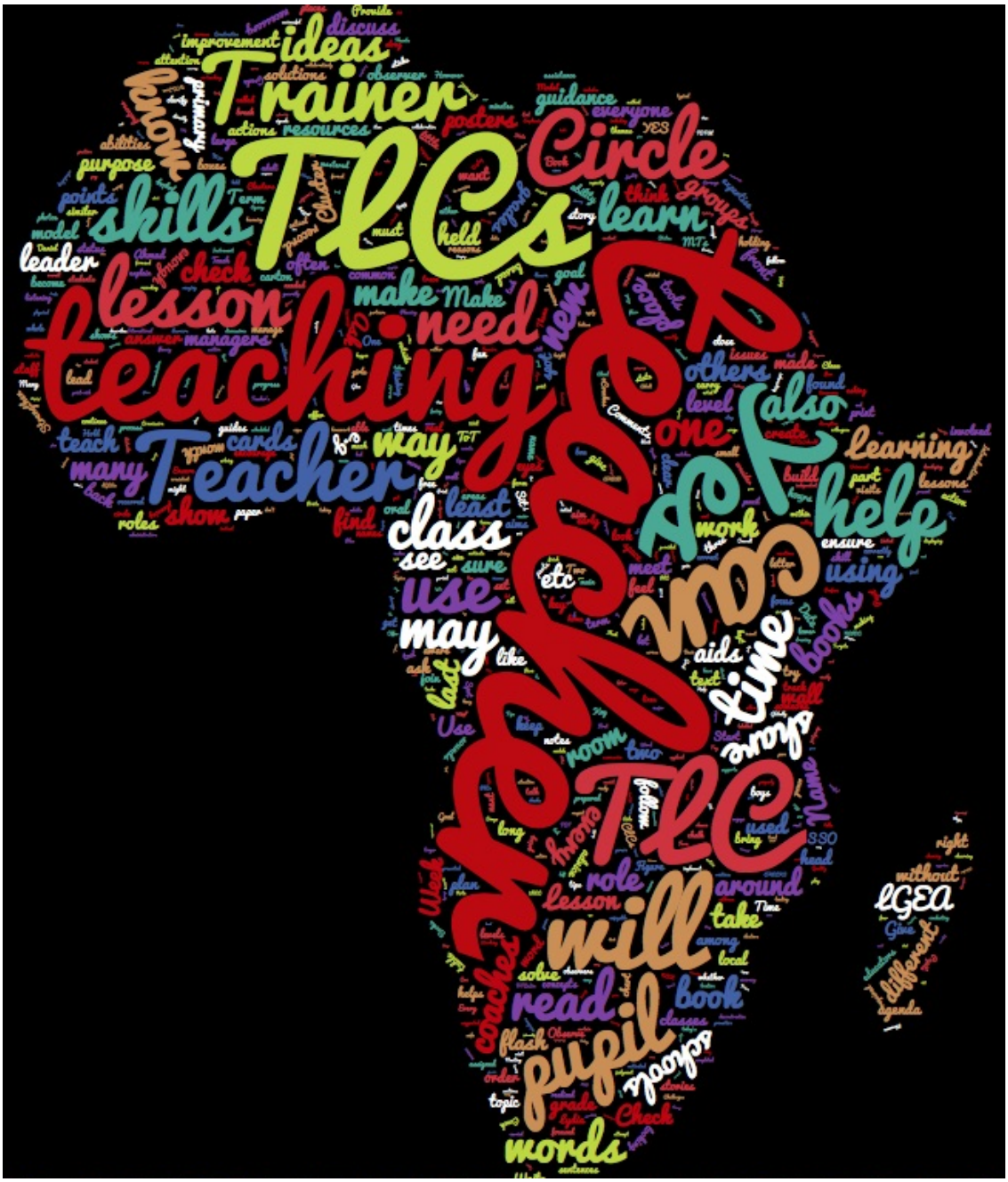
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Preface

Funded by the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus project (the Initiative) aims to strengthen the ability of the states of Bauchi, Sokoto and a third state to be included in 2018, to provide access to quality education—especially for girls, orphans and children enrolled in non-traditional schools—and improve children's reading skills for more than 2 million school-aged children and youth.

In partnership with the Federal Ministry of Education (FMoE), Nigerian Education Research and Development Council – NERDC; National Commission of Colleges of Education (NCCE) and Universal Basic Education Commission (UBEC) along with (State Universal Basic Education Board) the Initiative's goals are to strengthen existing strategies, policies and programs that will address barriers to school participation and improve Early Grade Reading in Hausa and English in order to improve reading outcomes in the early grades. Working collaboratively with NERDC and with support from FMoE, UBEC and the SUBEBs in Bauchi and Sokoto the Initiative provided technical assistance to teams of educators to develop a new program in early grade reading in Hausa and the transition to English. The program is called *Mu Karanta! Let's Read!* Pupils' books and teachers' guides for Primary 1-3 Hausa and Primary 2-3 English were developed in 2016. Training Manuals have also been developed to build the skills of those involved in teacher professional development for learning to read in the primary grades. In 2017 NCCE and the Initiative will pilot a program to introduce *Mu Karanta! Let's Read!* to colleges of education in Sokoto and Bauchi.

The Initiative recognizes that many teachers in the primary grades have had little opportunity for professional development. Many teachers do not have adequate qualifications and those that do did not receive explicit instruction in teaching children to learn to read in their mother tongue while at college. Additionally, many teachers in Primary 1-3 do not have the English language skills or skills in teaching oral English and the transition to reading in English to prepare pupils to learn in English in Primary 4.

As part of its Teacher Professional development strategy, the Initiative recognises the need for continuing professional development of all teachers and school managers throughout their careers, and specifically to support their ability to teach pupils to learn to read. Many teachers and Head Teachers in Bauchi and Sokoto have not had any professional development in Early Grade Reading. Some of these teachers have not attended a pre-service teacher education program and many lack basic skills in teaching generally and in Early Grade Reading in particular.

The Initiative supports SUBEBS and LGEAs to improve in-service professional development for teachers in early grade reading through knowledge and skill building of head teachers, School Support Officers (SSOs), Quality Assurance (QA) officers, and trainers of teachers (TOTs). Globally, it has been clear for some time that any initial training of teachers without providing follow up support such as coaching and participation in

professional learning communities the school level is doomed to failure. That is why the Initiative is supporting the SUBEB to build capacity at the State and LGEA level to provide teachers the follow up support they need through classroom visits, coaching and support that is constructive, and the formation and implementation of professional learning communities at school and cluster levels.

The ***Mu Karanta! Let's Read! Guide to Coaching and Professional Learning Communities*** supports the SSOs and ToTs to provide quality and targeted support to the head teachers and teachers meant to be a guide to help individuals or groups of teachers and Head Teachers to continue their professional growth and learning while on the job. The Guide has four chapters. The first chapter focuses on carrying out classroom observations and coaching of teachers in the primary 1-3 Hausa and primary 2-3 English classes with the purpose of improve teacher skills and knowledge. Chapter two introduces the concept of professional learning communities and guides Head Teachers, SSOs and others to form, and hold meaningful Teacher Learning Circles (TLCs) at the school level and Cluster Learning Circles (CLCs) at the cluster level. Chapter three provides the SSOs, Head Teachers, Trainers and others with some general tips and advice for teachers to improve their teaching. As teachers learn from coaches and mentors, from each other, share ideas and learn through reading and interaction with others, their skills and abilities will improve. This will ultimately benefit learners.

Mu Karanta! Let's Read!

Acknowledgements

Many people provided input to the *Mu Karanta! Let's Read! Guide to Coaching and Professional Learning Communities.* Master Trainers and TOTs provided valuable insights on teachers' experiences during the first term of implementation of *Mu Karanta! Let's Read!* during September – December 2016. They tirelessly and enthusiastically visited schools, observed lessons, held conversations with teachers, head teachers, Quality Assurance officers and School Support Officers (SSOs). In only the first term, the program has gained a lot of momentum due to their drive. All acknowledge, however, that there is more work to be done.

Special thanks go to the Initiative Reading Team for valuable input on the guide. The team members are:

Bilyaminu Bello Inuwa	Hausa Reading and Standards Specialist
Lydia Ezihe Onuoha	English Reading and Standards Specialist
Daniel Fwanshishak	Teacher Education Specialist
Joy du Plessis	Senior Reading Specialist
Zahra Maishanu	Teacher Education Officer, Sokoto
Shuaib Muhammad Dabo	Teacher Education Officer, Bauchi
Muhammed Yusuf Bello	Reading Officer, Sokoto
Ahmad Alh. Umar	Reading Officer, Bauchi

Primary 1-3 teachers in the Initiative targeted LGEAs are the real contributors to this guide. Their eagerness to participate in the training, try out new approaches to teaching and learning, commitment to their own improvement for the sake of providing pupil's with the opportunity to learn to read is highly commendable.

Pupils are eager participants and have shown great enthusiasm for the program. Their excitement, we hope, will only continue to grow as they increase their skills and gain the love of reading in their mother tongue, Hausa and become better English language users in preparation for the higher grades. The doors are opening to them!

This work has just begun, but with the level of excitement, commitment and engagement *Mu Karanta! Let's Read!* the program will go from strength to strength.

Onward and Upward!
December 2016

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CHAPTER 1 COACHING AND CLASSROOM OBSERVATIONS

"Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth." — Helen Caldicott

Introduction

A new program to help primary 1-3 teachers teach pupils to learn to read in Hausa and learn English – the medium of instruction beginning in grade four, has been introduced in Sokoto and Bauchi in 2016. The program is called *Mu Karanta! Let's Read!*[1] This guide will help educators (SSOs, Head Teachers, Trainers, Quality Assurance Officers and others) who are supporting teachers learn how to become instructional coaches. The Guide focuses on coaching and classroom observations, professional learning communities at the school and cluster level and teacher tips and other ideas to improve instruction.

Coaching

An instructional coach is someone who helps teachers improve their teaching skills through a collaborative, constructive process. The coach will carry our structured classroom observations, develop a respectful and collaborative relationship with the teachers, provide constructive feedback to teachers, carrying out spot checks of pupil performance, model good teaching practice, help teachers set goals for what they want to improve, support teachers to meet regularly in professional learning communities and provide guidance on how to solve problems and share ideas.

Why focus on instructional coaching for Mu Karanta! Let's Read!?

Coaching is a key component of *Mu Karanta! and Let's Read!* instructional support. The table lists some of the reasons why coaching is emphasized in this program. Can you name some other reasons?

[1] *Mu Karanta!* is the name of the Hausa program for primary 1-3. *Mu karanta* means 'let's read' in English. The name of the English program is *Let's Read!*

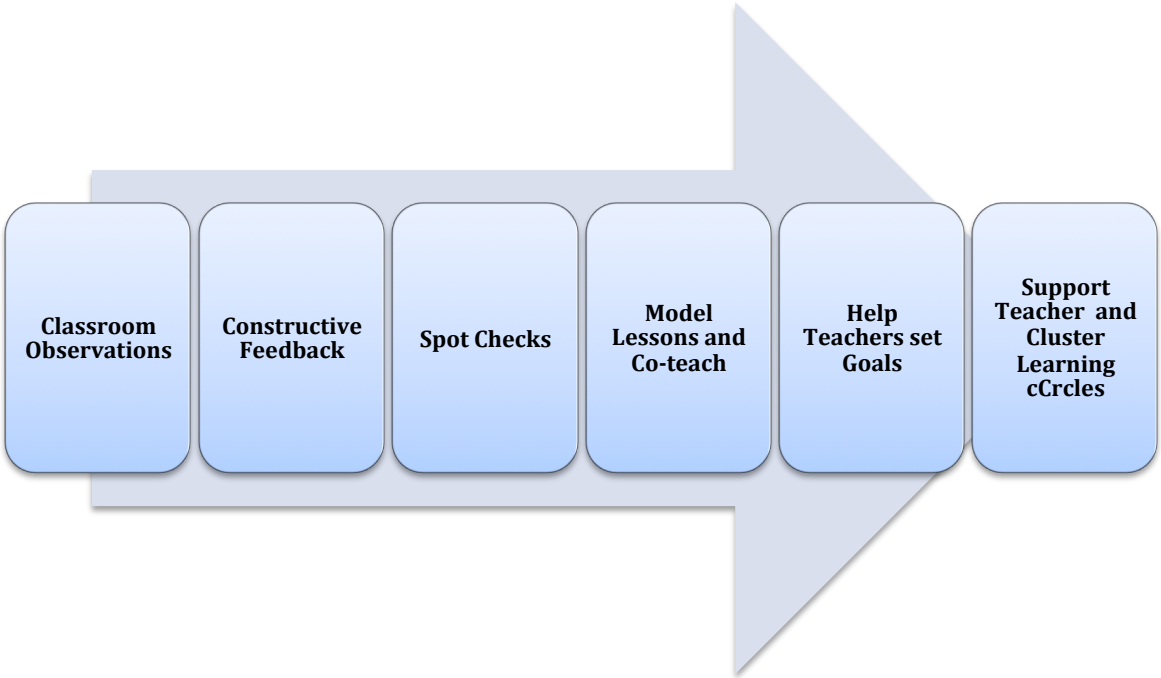
The Aims of Coaching

- *Support teachers to teach Hausa and English lessons in the Mu Karanta! and Let's Read! teachers' guides*
- *Encourage collaboration, reflection, modelling and co-teaching*
- *Strengthen the professional skills and status of the primary teachers*
- *Strengthen the professional skills and status of SSOs, TOTs and Head Teachers*
- *Help teachers improve pupil learning*
- *Support teachers to create a print–rich classroom*

What are the coaches' roles?

The diagram below shows some of the roles of the coach. A good coach is a critical friend supporting a colleague to improve. The coach visits schools and observes teachers in their classrooms. They offer constructive feedback to teachers and help them plan for improvement. They will do spot checks of pupils to check that they are understanding what is being taught. Coaches model a part of a lesson or a whole lesson to show teachers the way. They may also co-teach a lesson with a teacher. Part of the coaches roles is to help teachers understand where they need improvement and make a plan for *how* the teacher will improve. Coaches will also support Teacher Learning Circles (TLCs) by visiting the school and attending some of the meetings. They will also organize and lead Cluster Learning Circles (CLCs) where the Head Teacher and a 'lead teacher' from each school will represent their colleagues once a month with teachers from other schools to discuss issues and challenges and share best practices. In general, a coach is someone who will provide guidance and help teachers solve problems on the journey of becoming a high quality professional teacher! The diagram below lists the roles of the coach. The roles are described further in the rest of the guide.

Figure 1 Coaching Roles



Classroom Observations

Globally, teachers, school managers and others involved in professional development have realized that it is important for teachers to have others observe their teaching. The observer or coach acts as a critical friend, someone who provides constructive feedback that leads to improved teacher practices in the classroom.

SSOs in Northern Nigeria have been carrying out classroom observations as a way to provide follow up support for teachers. SSOs have been trained to carry out non-threatening teacher observations as a way to improve teachers' skills. In some instances, teachers have been observed at least three times a year by their SSOs. Unfortunately, these monitoring and evaluation activities have not resulted in improved teachers' skills. One reason for this may be the quality and consistency of teacher observations and feedback by SSOs.

Classroom observations in *Mu Karanta! Let's Read!* are formative in nature and are opportunities for teachers to show the exciting things they are doing in their classroom. This is also an excellent time for teachers to find out what they can do to become better teachers. In fact, the observations can pave the way for teachers to improve their professional capabilities. Evaluative or summative classroom observations serve a different purpose. They are often used to judge a teacher's performance for the purpose of

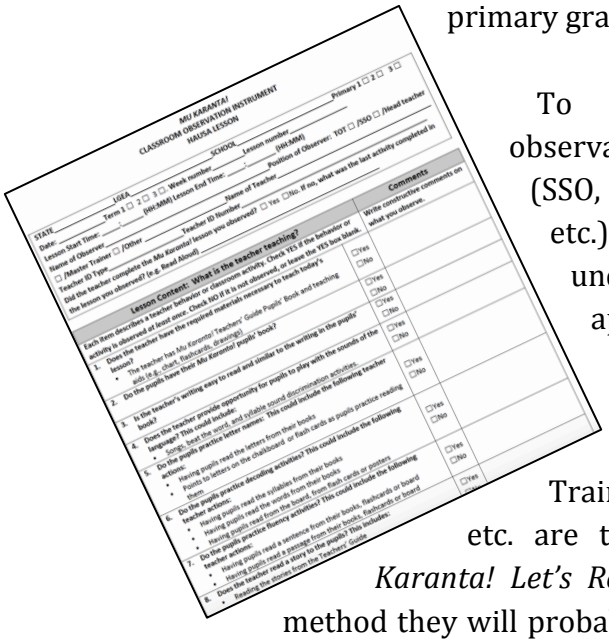
a promotion, pay raise or part of an overall performance evaluation for teachers. The table below show the differences between formative and summative classroom observations.

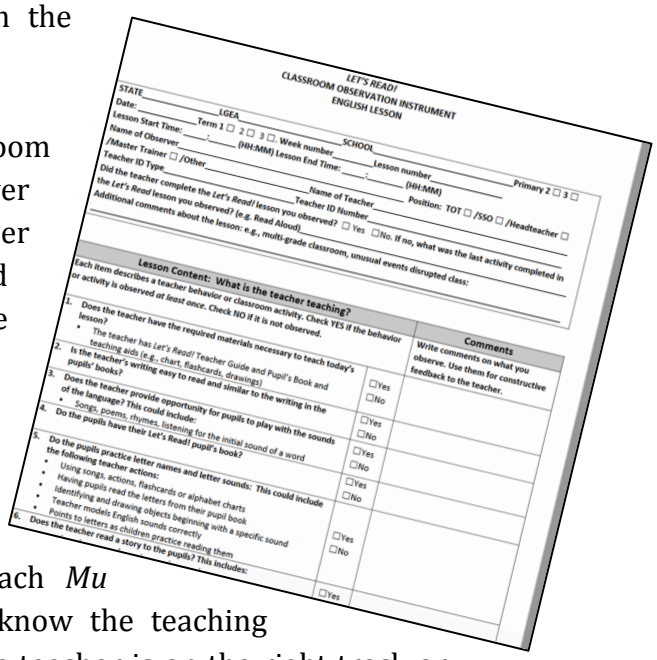
Characteristics of Formative and Summative Classroom Observations	
Formative Observations	**Summative Observations**
• Goal is teacher improvement	• Goal is judgment of teacher performance
• Teacher and observer working on common goal	• Observer and teacher have little interaction
• Emphasis on teacher reflection on strengths and weaknesses	• Emphasis on summarizing teacher competency for employment decisions
• Teacher has a role in planning his/her own improvement	• Teacher not necessarily involved in planning his/her improvement
• Formative observations held regularly and build on previous observations	• Summative evaluations usually held at end of year and have little connection to previous observations.

The *Mu Kanranta! Let's Read!* classroom observations are directly linked to the teaching of reading in Hausa and English in the primary grades. The observations are not for the purpose of evaluation, disciplining, shaming, policing, humiliating or promotion or firing. The classroom observations are carried out as part of the process of coaching teachers to improve their practice. In the teacher observations, teachers should feel that the SSOs (the observer) are providing a supportive role with positive feedback, helpful suggestions, and objective observations. The goal of formative observers is to help teachers recognize their own weaknesses and take steps to improve their teaching. This program employs **formative observations** and not summative observations.

Mu Karanta! Let's Read! classroom observation tools

The *Mu Kanranta! Let's Read!* classroom observation tools are found in **Appendix A** at the back of this guide. You will find a Hausa and an English observation tool. Take a look at the tools before reading through this section. You will notice that they are directly linked to the teaching of reading in Hausa and English in the primary grades.


MU KARANTA!
CLASSROOM OBSERVATION INSTRUMENT
HAUSA LESSON


LET'S READ!
CLASSROOM OBSERVATION INSTRUMENT
ENGLISH LESSON

To use the classroom observation tools the observer (SSO, Head Teacher, Trainer etc.) must know and understand the approaches used in the Hausa and English classes. This is one reason why all SSOs, Trainers, Head Teachers etc. are trained on how to teach *Mu Karanta! Let's Read!.* If they do not know the teaching method they will probably not know whether a teacher is on the right track or not.

Each teacher's guide has the classroom observation tools at the back. This is so that the teachers know what the observers will be looking for. It tells the teacher what they are expected to master in a lesson.

Who carries out classroom 0bservations?

In *Mu Karanta! Let's Read!* SSOs, Head Teachers, TOTs, Master Trainers and any others who have been trained on using the observation tools and providing coaching support should carry out classroom observations. All of these observers are called coaches because of the way in which the classroom observation tool is used. Teachers can also use the classroom observations on peers (fellow teachers) when observing each other's classes as a way to help each other improve. In other words teachers can act as peer coaches. All coaches should know the teaching approach in Hausa and English in order to coach. The diagram below shows who can act as coaches for teachers. The main coaches are TOTs and SSOs. The teacher and the coach need to build

> *To provide good coaching you must have mastered the teaching methods that the teachers are using.*

up a respectful professional relationship so it is important that SSOs and TOTs are assigned to specific teachers that are accessbil to the SSO.

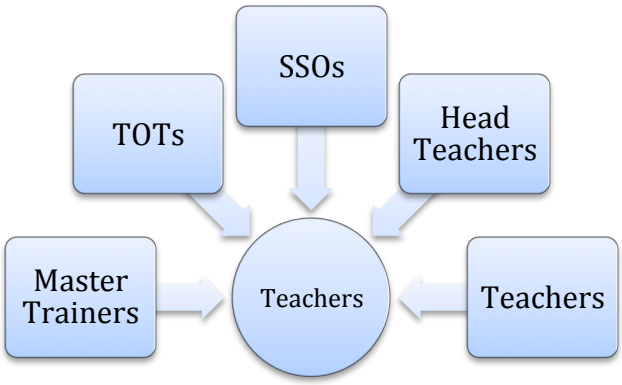


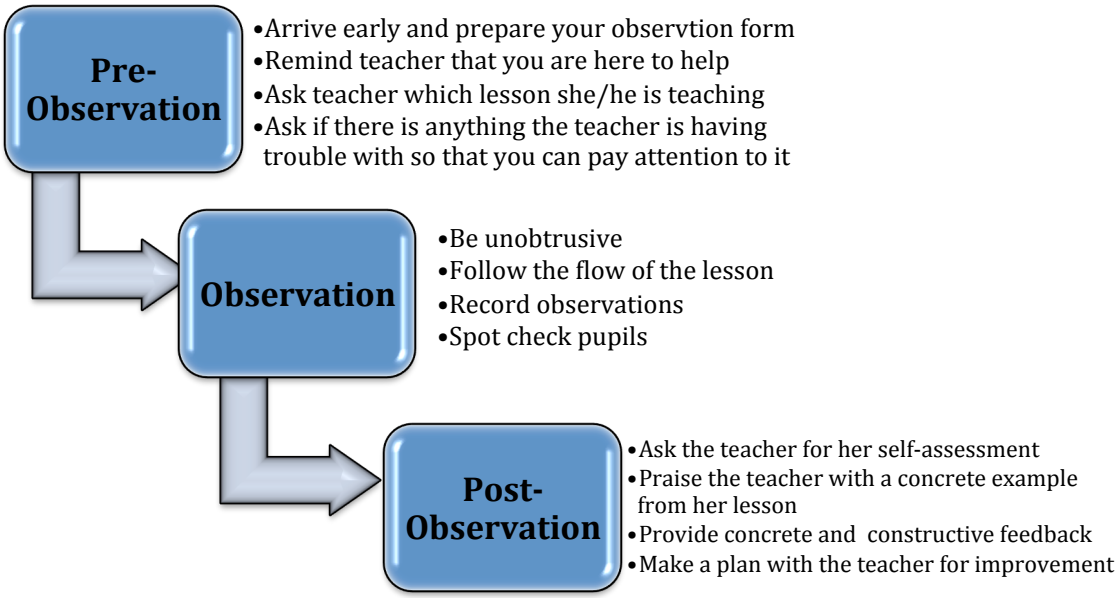
Figure 2 There can be many coaches. But a teacher can only have one coach at a time. It is important for a teacher and coach to build a professional, trusting relationship.

What are the procedures for classroom observations?

Observation of teachers' practice in the classroom is part and parcel of any teacher's professional growth. In some places classroom observations and feedback are so valued by teachers that they will contact their observer/coach to find out why he or she has not been to their classroom and demand to know when the next visit will be!!

When carrying out teacher observations during a school visit, it is important to follow procedures for good formative observations. Generally, there are pre-observation activities, observation activities, and post observation activities. A summary of the coaching activities is in the diagram below.

Figure 3. Three Stages of Coaching



A description of each stage is outlined below.

Pre-observations activities. Give the teacher at least one-day notice that their class will be observed. Prepare your observation forms in advance. When there is no opportunity to record the observation digitally, print out copies of the observation forms and take them to school with you.

Greet the teacher in a friendly way and cordial way. Show respect for the hard and important work the teacher does. Remind the teacher that the classroom observation is designed to "help *you the teacher* become better at teaching reading. The tool is not an assessment of you as a teacher. It is a tool we will use together to improve your skills." Have the teachers review the observation tool at the back of the teachers guide.

Make sure you find out the subject (Hausa or English) the weak and lesson that is being taught and record it on the observation tool.

Ask the teacher if there is any particular skill or technique that they would like to focus the observation on so that the teacher can get practical advice – e.g. classroom arrangement, how they give instruction, how they use resources, whether their lessons

encourage pupil participation etc. You may want to ask them if there "is any part of the lesson you are having difficulty with?" Give the teacher a chance to explain and ask any questions.

During the Observation. It is important not to let your presence as the observer disrupt the lesson. The observer should use the Teacher Observation Form as shown in Appendix B, and also included in the back of the teachers guides. Use paper forms if there is no tablet available. Feel free to make other notes if necessary. The teacher may ask for particular advice on certain aspects of their practice at the end of lesson.

- Sit in a location that is not disruptive to the lesson (be unobtrusive). Put your phone on silent
- Follow the flow of the lesson and record what you see and hear on the observation tool. The tool asks you if you observe the element of the different lesson components or not. You tick "yes" or "no". Write comments in the space to the right of that element.
- Spot check pupil performance (See more on this on the section below.)
- Record examples of pupil behaviours and oral or written work that seem significant, teaching techniques, strategies, and class groupings.

Spot Checks

While carrying out the classroom observation, the coach should spot check pupil progress. A spot check is a quick look at pupil performance made when it is least likely to disturb the lesson.

The purpose of a reading spot check is to provide the Coach with a "snapshot" of learning performance of the pupils and provide feedback to the teacher on those areas that need more attention during post observation conference. The spot check is NOT intended to serve as a way of providing evaluation to the class performance, but to give an idea to the teacher (in addition to the review and catch up results) on where children may be excelling and where they may be falling behind. This provides the Coach with discussion points on where the teacher may need to strengthen her teaching.

How to do Reading Spot Checking

Notice two boys and two girls that you will spot check in the lesson. Walk over to them during an appropriate time and carry out the spot check. Examples of points in the lesson when a spot check could be made are:

- Before the lesson starts
- During phonemic awareness activities
- During the lesson when pupils are reading from the text
- During the lesson when pupils are writing
- After the lesson is finished

1. The SSO will go round the class and stop at individual pupils' desks to ask them to read from their pupils' book.

2. The SSO can ask pupils to read from most difficult to less difficult task of their books. e.g pupils can read the passage, if not they can do sentence reading, if not they can do word reading, if not, they can do the syllables reading and if not they can do letter reading in *Mu Karanta!*

3. *In Let's Read!* focus on oral English first. Greet children and check if they understand and can respond. Ask them a few simple questions e.g., what is your name? How old are? Do you like school? Why or why not? You can point to pictures in the pupil's book and ask them the names of the objects in the pictures. You may ask them to sing a song they know in English. For P3 pupils, you can ask them to read the words in the word family lists. And check to see if they know the meaning of the words.

4. The SSO should not take longer time on the pupils that cannot make any attempt; they should just move to the next pupil but note the weak pupil and specifically share the performance with the teacher. Discuss what the spot check results may mean with the teacher after the lesson

Post Observation Discussion

The classroom observation is designed to develop teachers' abilities to solve actual teaching problems, enhance their teaching skills, and improve their teaching behaviours. After the observation the discussion that follows is very important. Providing advice and concrete, explicit instructions on how to improve skills and enhance learning is the key to a successful classroom observation. Feedback to teachers should begin with positive elements of the classroom and their teaching skills. Then discuss areas that need improvement and give examples from your observation notes. Finish the discussion with some positive and encouraging remarks.

*Coaches use classroom observations to show teachers **what** to do to improve.*

- Find a place (e.g Head Teacher's office, under a tree) where you and the teacher will be able to taklk to the not
- Remind the teacher of the purpose of the observation: the teacher's improved ability to deliver. It is not for the purpose evaluation, promotion, firing etc. Avoid rankism.
- Ask the teacher for a self-assessment of the lesson. What do they think went well? What did not go well?
- Provide concrete praise on something you observed in the lesson. Avoid criticism. Be specific about what the teacher should do next to improve. Use evidence from the spot check if appropriate.
- Provide concrete, specific, **constructive advise** on 3-4 things the teachers could improve on from the lesson. Don't add too many things. It might be overwhelming for the teacher. Use evidence from the spot check if appropriate. (See the section below on Constructive and Destructive Feedback)
- Make a plan with the teacher on how to improve 2-3 aspects of the lesson. The teacher should record this in their teacher's guide – where it says (My Coaching Record). Remind the teacher that she may bring this up in the TLC and get advice from other teachers.
- Thank the teacher and say something like: *I look forward to the next visit when you will be able to show me your progress.*

Constructive and Destructive Feedback

Coaching is about helping teaches improve in very specific ways. Because teachers are adults it is good to remember the following tenets of andragogy (adult teaching and learning):

- Adults are self-directed learners. They learn when internally motivated rather than being directed by someone else.
- They are practically oriented and want solutions to real world problems.
- Adults have rich background experiences and knowledge. Respect that and build on it.
- Adult's readiness to learn is driven by their need to know. They learn by doing through active participation.
- Adult motivation to learn is internal using constructive probing and clarifying questions they can respond objectively and plan solution together. They want information that will help them improve their situation.

An essential element of coaching is providing **constructive feedback.** Feedback to teachers to improve their practice should be respectful, positive and constructive. In this model of supporting teachers through instructional coaches we do not use the screaming, shouting, admonishing, shaming coach approach one sometimes sees in football matches or

other sports. That type of feedback to players is destructive. **We do not use destructive feedback** because it can be damaging and undermines a teacher's self-confidence.

The use of constructive feedback in coaching rather is like having a critical friend who helps show the way. A coach should provide explicit guidance on how to improve, use positive, affirmative and optimistic language. Again, when thinking of a sports coach, think of one who tells the player exactly how to place his foot on the ball to make a shot on goal. That is constructive feedback. The table below shows some examples of **constructive and destructive feedback** to teachers based on lesson observations.

Two Types of Feedback to Teachers by Coaches		
	Constructive ✓	**Destructive** ✗
1	Overall this was a good lesson. What do you think you did well?	I can't believe how bad this lesson was! Pull up your socks!
2	I am happy to see that you had teaching aids. Let's talk about how they might be improved: 1. Make sure the writing is clear and matches the writing used in the pupils book. (Coach shows the teacher exactly what she means.) 2. Flash cards should be up on the wall or chalkboard the whole period. Let's discuss how you can do that. (Coach provides explicit guidance on how to hang the teaching aids.)	What were you thinking with these teaching aids? They are a mess!
3	Are you aware that you focused most of your attention on the boys in the middle of the class? Watch me as I move around the class and model reaching out to all pupils. (Coach models in imaginary or real classroom.)	All you did was teach to the boys in the middle of the room. What's the matter with you? Do you have blinders on?
4	As I did a spot check of the pupils' writing, I noticed that some of them were not holding the book correctly. Can you show me how they should hold the book? (If the teacher does it correctly) Yes, well done. It is important to go around the room and correct pupils who are not holding the book properly.	My goodness, the pupils were just holding the books in so many different ways during writing! These pupils will never learn to write.

After reading through the examples above. Try role-playing them with a colleague. How do the constructive comments feel? Were they helpful? Do you think you might take the advice? How do the destructive comments feel? Have you ever had someone give you that

kind of feedback before? What was your response? Make up a few more examples and discuss them with colleagues in the TLC or the CLC (See Chapter 2).

How often should teachers be observed?

Every teacher should have at least two classroom observations in a term by the SSO/TOT. In addition, Head Teachers should observe each teacher in the school at least once every term. SSOs have to work together with TOTs who are not SSOs to develop schedules to ensure that each teacher has two visits per term.

Each Teacher Should have Two Observations/Coaching Visits Per Term

What is the role of Master Trainers?

Master Trainers provide support to TOTs and SSOs. They act as coaches to the coaches! They can discuss challenges that TOTs and SSOs have in classroom observations, coaching and learning communities of practice. They can also work collaboratively with TOTs and SSOs to model good practices in the classroom. Master Trainers are assigned to each LGEA and their role is to provide continued professional support to TOTs and SSOs. SSOs are not the only ones who can carry out a classroom observation. ToTs, Head Teachers or other teachers can conduct classroom observations and provide helpful feedback to the teacher. Key activities of Master Trainers are described the box.

Key roles of the MTs

- *Observe TOTs and SSOs conducting classroom observations and coaching*
- *Provide constructive feedback to TOTs and SSOs*
- *Model good lesson components for the TOTs and SSOs when appropriate*
- *Model good constructive feedback to teachers for TOTS and SSOs to observe*
- *Support SSOs and TOTs in improving their practice*
-
- *Support SSOs and TOTs to develop and manage their school coaching visits*

Master Trainers are coaches to the coaches!

Modeling and Co-teaching

The classroom observation is designed to develop teachers' abilities to solve actual teaching problems, enhance their teaching skills, and improve their teaching behaviours. After the observation has occurred you may want to model some of the skills for the teacher as a way of showing concretely how the teacher can improve. As you get comfortable as a coach, and the teachers get comfortable with you, you may try co-teaching a lesson together. Plan it together, assign roles and work together as two teachers in the same class. Co-teaching is great way to improve skills in short period of time.

> *Coaches use classroom observations to show teachers **what** to do to improve.*

Goal Setting

The classroom observation is designed to develop teachers' abilities to solve actual teaching problems, enhance their teaching skills, and improve their teaching behaviours. After the observation, and at the end of the post observation discussion go through the points on the observation instrument. Together with the teacher find the weak areas and select two – three aspects of the lesson to work on before the next TLC and the next classroom observation. Develop specific actions the teacher can do to improve. Some may include observing another teacher's lesson, co-planning a lesson with another teacher, seeking help from the head teacher and reading through the teacher guides more carefully and prepareing for each lesson well in advance.

> *Coaches use classroom observations to show teachers **what** to do to improve.*

Summary

This chapter demonstrates why SSOs and TOTs (and others) will carry out classroom observations and coaching. It lays out the roles of various actors in the process, the procedures and the fundamental approach which is based on adult learning, collegiality and constructive feedback.

CHAPTER 2 PROFESSIONAL LEARNING COMMUNITIES

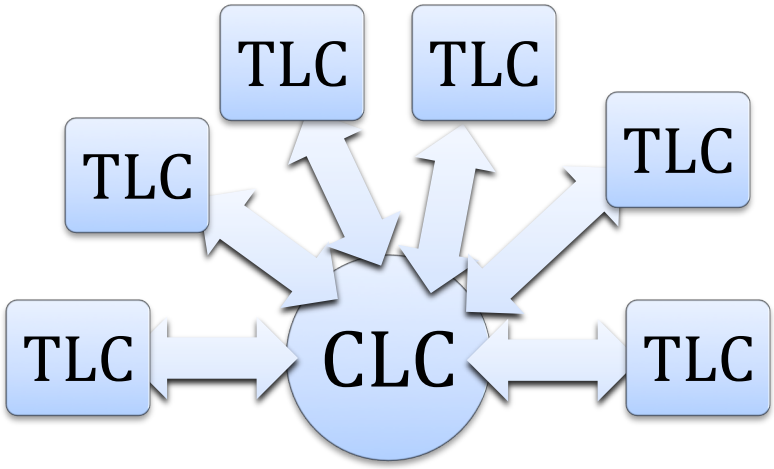
"A teacher who loves learning earns the right and the ability to help others learn." — Ruth Beechick.

Introduction

For many years in many countries teachers have worked in isolation. They have prepared lessons, delivered them and assessed learners on their own. In some places teachers still work alone. One of the new trends in education around the world is that teachers work together in teams. Together teachers can share ideas, build skills, solve problems and encourage each other.

Professional Learning Communities (PLCs) have become an important approach used globally as a way to supporting teachers at the school level to continually learn and improve. Essentially, a PLC is a group of teachers, administrators and other educators with a common interest in learning to be better teachers, lecturers, supervisors, administrators etc. The PLC is a platform for teachers to continue to learn by sharing ideas and experiences with other teachers. When one teacher is having a problem, fellow teachers may often have the solution. Group discussions help to draw out the solutions when teachers did not even think they had the answer. Teachers can solve problems together and help each other improve their skills their knowledge.

In *Mu Karanta! Let's Read!* there are two levels of PLCs. The first is the **Teacher Learning Circle (TLC)** and the other is the **Cluster Learning Circle (TLC).** They both have the aim of participants learning from each other, sharing experiences, and solving problems together. Because they are *communities* they have a common goal of becoming better teachers, educators, SSOs in order to improve the opportunities for pupils to learn.



Teacher Learning Circles

As part of the SUBEB support to teacher professional development at the cluster and school level, TOTs and SSOs in each LGEA provide support to form, manage and implement TLCs and CLCs.

One of the roles of the ToTs and SSOs is to help teachers establish Teacher Learning Circles at schools within the LGEA. Once they are established, TLCs should meet two times every month. Head Teachers ensure that TLCs are formed, that teachers know their purpose and how to structure each TLC meeting. Head Teachers attend and support the meetings. TOTs may attend the meetings but it is not necessary that every TLCs be attended by a TOT.

TLCs are small groups of teachers (2-20 teachers including the Head Teacher) meeting together to reflect on and share their ideas, experiences and skills. Generally, they support each other in learning how to be more effective teachers. In this way, teachers can help each other and build capacity of those teachers who need help in specific areas of teaching. The TLCs can be organized by grade level (especially at the lower grades) or by subject. A TLC should be small enough in size so that there is opportunity for everyone to engage in dialogue. In small schools there may only be one TLC but in large schools there may be several TLCs.

Teacher as Learner

TLCs are designed around the principle of *teacher as learner*. Good teachers love learning, not just for the pupils, but for themselves as well. Good teachers reflect on their teaching, share ideas with others, try new techniques and continually learn and grow. Teachers also collaborate with colleagues and learn independent of external direction. Teachers also are aware that there is a need for local solutions to the problems facing teachers. TLCs emphasize the importance of local teachers working within a community where they can use local assets and resources available to them. Teachers know their own problems best and by pooling together their expertise and problem-solving abilities they can address their own issues.

Characteristics of TLCs

- *Focus on improving teaching and learning*
- *Engage teachers in professional dialogue*
- *Share ideas and solutions;*
- *Supportive environment where all feel safe to contribute*
- *Supportive environment for trying new ideas for classroom instruction*
- *Engage with parents and community to support learning*

However, these characteristics do not determine the success of the TLC. Success is found when groups of teachers are willing to commit to meeting on a regular basis, study a topic of common concern, think deeply about that topic, and attempt different strategies to improve teaching and learning. The role of the Teacher Trainer and the School Supervisory/Head Teacher is also very important in providing leadership and .

A TLC should set tasks that are useful, realistic, and manageable for enhancing teaching and learning. Participation in a TLC makes teaching easier and more enjoyable because *a problem shared is a problem solved*. Many teachers also find teaching more enjoyable when participating regularly in TLCs. Teachers find it stimulating to find an outlet for professional growth and sharing in the creativity of others. Teachers enjoy developing their skills and knowledge with help from other teachers.

Young teachers have ideas to bring to the discussion, experienced teachers and Head Teachers have expertise to add. The mix of various levels of experience enriches the dialogue in the groups.

Establishing and managing TLCs

This section provides some guidelines for teachers to establish and manage TLCs at their schools and in their Clusters. While schools can be flexible in how they organize and manage TLCs, it is recommended by the SUBEB that every school establish TLCs and that every P1-3 Hausa and English teacher participate in TLCs.

All Primary 1-3 Hausa and English teachers should join a TLC. A recommended size is anywhere between 2 and 20. However, if the group is too large, it becomes more difficult to include everyone in discussions. Teachers who teach the same grade level or the same subject tend to have similar challenges. Teachers at the lower grades will likely find solutions to problems among teachers from the lower grades. In some places TLCs may need to be made up of teachers from more than one school. That is optional for all annex classes and community based schools to choose the most appropriate geographic location for conducting TLCs.

At the beginning of every term, the TLC should determine the topics to be discussed for that month and develop the TLC meeting schedule for the term. **TLCs are expected to meet at least twice every month.** As the term goes on each TLC should recommend the next topics based on their discussions. Every teacher should know the time and place for the meeting and what they need to bring to the meeting e.g. lesson plans, teaching materials, pupils' homework, etc**. An agenda should be posted** so all can TLC members are aware of the topics before the meetings.

Meetings during vacations are optional. Teachers are free to organise a place and time for the meetings during vacations if they would like to continue meeting.

TLCs should be held at school in a classroom or other room at school where the members of the TLCs will be free to share ideas and offer opinions. A TLC should not take place in the staff room while other staff are busy working. A separate place should be made for the meeting. When possible, TLCs should be held after or before school hours. Holding a TLC during tea break is discouraged as tea break is meant to provide refreshment and a short rest or break from teaching.

A TLC should last at least 40 minutes and can last as long as 1.5 hours. The time will depend on the topics being discussed and how many teachers are present. Be consistent with the start time and make sure that all participants know the starting and ending time. Start on time, stay on track and finish on time. Talking with a colleague for 15 minutes in the staff room about teaching is good practice but it is not a TLC. TLCs are planned meetings on specific topics that the members of a group agree upon.

Teachers should determine their own topics for the TLCs. The topics should focus on improving teaching and learning in *Mu Karanta! Let's Read!*. Topics from the teacher guides that are not clear maybe discussed. Sometimes teachers need help to teach phonemic awareness, phonics, vocabulary, fluency or comprehension. TLCs may also consider how to strengthen the teaching of concept of print, awriting and school preparedness lessons for new pupils, how to make teaching and learning materials for teaching a particular topic, how to assess learners and provide

constructive feedback, how to know if learners fall behind, how to engage all learners in the class, ensuring all teachers know the songs, how to get parents involved etc. It is not appropriate to discuss conditions of service or other administrative issues. Those topics are better addressed in a staff meeting.

One person should be appointed to lead of the TLC. The leadership can rotate so that everyone gets a chance to lead the TLC. It is important to remember that the aim of Teacher Learning Circles is to create an atmosphere where everyone feels relaxed enough and confident enough to talk about a subject or share his or her problems and experiences with other teachers. The leader has to allow people to share their opinions and suggestions. The leaders should foster dialogue among the group. The leader should be a good listener and be able to keep the discussion on track. The leader should let everyone know where and when the TLC will meet, what the agenda will be and to suggest materials to bring and share in the TLC.

Teachers are free to set up the rooms in a comfortable arrangement. However, a good arrangement allows everyone to see each other when talking. Your meeting place needs to be convenient and comfortable for all TLC participants. Arrange chairs in a circle or around a table. You can sit on mats if that is comfortable so that everyone can see each other.

Each TLC in a school should **keep records of their meetings**. A notebook for this purpose should be assigned to each TLC. The TLC record book should be kept with the TLC leader or with the Head Teacher. It should contain the following sections:

1. Schedule of TLCs showing meeting dates for the term. Topics for the month.
2. Attendance record of participants
3. Minutes or notes of TLCs which include proposed actions for members to take in their classrooms after the meeting.

Format for attendance of teachers at TLCs

S/No	Name	Class	Subject	School	Meeting Dates				
					12/1/17				
1	Saida	P1	Hausa	Maina Maji					

ToTs and SSOs do not need to join every TLC – teachers should meet on their own and ToTs and SSOs can join them as often as possible. The ToTs and SSOs roles are to support and mentor teachers in TLCs. They should sit in on TLCs and offer suggestions and support. The school ToT has to ensure that TLCs take place two times a month, that record keeping is carried out and that teachers are trying out new things in their classes based on the TLC. The teachers'

responsibility is to try out what they have discussed during the TLC in their own classroom. Remember that the purpose of a TLC is to improve your practice, so if you discuss ideas without trying them out, you have not realized the goal of a TLC!

Here is the suggested format for recording the minutes of the TLC

Date_____Topic_____

TLC leader_____

1. **Review of activities tried out in class based on last TLC. Discussion.**

2. **Introduction of new topic.**

3. **What are the issues and challenges?**
   -
   -
   -
4. **Discussion on the way forward, how to resolve the challenges. Main points brought up.**
   -
   -

5. **Note any demonstrations, role plays, materials or other means for clarifying points brought up.**

6. **Resolution. What has been decided? What is the way forward?**
   -
   -

7. **What are the actions to be taken in classrooms and elsewhere during the next two weeks?**
   -
   -

Cluster Learning Circles

As with TLCs, Cluster Learning Circles (CLCs) are a professional learning community. Professional learning communities designed to provide opportunities within a profession to share ideas, learn from each other and generate solutions to challenges among the group. **The purpose of the CLC is to bring together issues, challenges, innovations and ideas from the TLCs from each of the schools within a cluster.** Discussions at the CLC provide a wider forum for the schools. When meeting at CLC shared challenges across schools maybe tackled. The CLC also

provides opportunities for schools to learn what other schools are learning and doing in *Mu Karanta! Let's Read!* In addition, CLCs may be attended by MTs, Quality Assurance Officers, Initiative staff, reading experts etc. This allows **new information and ideas to be shared widely** at the cluster level and when the school representatives return to the school

A CLC meeting should be held at the cluster school once a month. The members should include:

1. Head teachers and **one *Mu Karanta! Let's Read!* lead teacher from each school**.
2. TOTs and SSOs
3. MTs and others from LGEA as available

A typical CLC would involve all the Head Teachers and one lead teacher from each of the schools in the cluster. If there are 6 schools in a cluster then there should be 12 participants and at least 2 TOTS/SSOs to manage the meeting. If possible **the host cluster center school head teacher manages** the CLC. All members and ToTs should be able to reach a CLC meeting without major hardship. ToTs head masters, senior teachers, and other school managers are all expected to participate. School monitors and other SUBEB representatives and partners can be invited. Master Trainers should attend the meetings as often as possible to listen to the discussions to understand the challenges, and provide guidance and advice.

CLCs should last 1 – 1.5 hours. Once the group decides on how much time they need for the agenda, try to respect the time allotted and stay focused on the topic. Start on time and finish on time. The agenda of the meeting should focus on the issues, challenges, innovations etc. that each school brings to the meeting. There may be some limited information sharing about upcoming events and administrative affairs. **The focus of the meeting is on improving teacher practices in *Mu Karanta! Let's Read!* so schedule a different time with head teacher to discuss logistic and administrative topics.**

A chairperson may be selected to lead the meeting and appoint a record keeper. The chairperson should also ensure that the meetings take place at the scheduled time, share the agenda with the members, recommend materials to bring, and be sure that the venue is ready and available. Records of the meetings should be kept with the cluster school head teacher. As with the TLCs, the role of chairperson should be rotated.

As with TLCs the chairperson should create an atmosphere where everyone feels relaxed enough and confident enough to talk about a subject or share his or her problems and experiences with other head teachers and lead teachers. Because of this, the leader should encourage discussion and create a welcoming atmosphere without judgment or criticism.

The chairperson of the meeting records details of the meeting in the CLC Record Book. In the next meeting the participants can use questions from the minutes to remind participants of the key points discussed and any action that was taken.

CHAPTER 3 GUIDANCE AND TIPS FOR TEACHERS

He who learns, teaches. ~ Ethiopian proverb

Chapter three provides important guidance for teachers on how to improve the teaching of reading. It also has some general tips that will improve teachers' ability to make and use teaching aids. Teaching aids are part of the tool box of every good teacher. **Going to the classroom with out any teaching aids is like going to drive a car without the key!** Lastly the chapter contains some general classroom management tips and ideas that teachers may adapt to their classrooms.

Key Tips for Improving reading teaching

1. Teachers need to **Prepare for the Lesson** by reading the Teacher's Guide and knowing how the lesson will flow. Teachers should not be spending time in front of the pupils taking time to figure out what to do. The Teacher's Guide is a reminder and the teacher should be having only brief glances at it and of course read from it. Being prepared gives the teacher more confidence and makes it easier for the class to follow without getting confused

2. **Eyes on Print.** Teachers should be made aware that when they are teaching letters, syllables, word, sentences etc. the pupils need to be looking at the text either on the chalkboard, the teaching aids, or underlining each letter, syllable, word in their books. Teachers should constantly check to see if the pupils are looking at the text when saying it or are they just looking around and repeating what everyone else is saying. If the latter, they have to refocus pupils to look at the text.

3. **Pointers.** All teachers should be using sticks or rolled up paper, or some other non-threatening object for pointers. They should not point to words in such a way that they block out the letters, words or pictures they are pointing at. Teachers should also not block the items on the chalkboard that they are asking children to read, with their bodies. Remember that we are teaching reading and children need to see the letters and words! Eyes on Print!

4. **Teach the Whole Class.** Teachers need to move around more, check on pupils all over the room, call on pupils (when appropriate) from all parts of the room. Do not focus on only the front rows or those not paying attention or those paying attention.

5. **Pupils should be up close to the front of the room.** In crowded classrooms this may not be possible. But where classes are small then there is no need to have some children far at the back when there is empty space near the front. Teachers tend to take up a lot of space at the front of the class. It is important that all children have eyes on print – bring them up close so they can see the board and the teaching aids. Also helps them to hear what is being said.

6. **Phonemic Awareness – Beat/Clap the Word.** Teachers need to say the words naturally – not exaggerate a word's syllables. For some learners (P1) at least at the beginning it may be helpful to leave out the counting. Just let them clap for every syllable. Later counting the claps/syllables can be added.

7. **Phonemic Awareness – Thumbs up Thumbs Down.** It is more effective if you have pupils close their eyes and do this. The teacher can then easily go around, repeat a word when someone has it wrong and gently move their hand/thumb into the right position; correcting them while everyone has their eyes closed! This can be very effective and more fun too!

8. **Singing should be fun and lively**. Know the songs. Engage the pupils. Make it fun.

9. **Making and Use of Teaching Aids.** Teachers need to improve on making and using Teaching Aids. The size of letters and objects on the cardboard sheets have to be large and legible, they should be consistent in using all caps, lowercase or the appropriate mixture/combination to reinforce pupils' writing skills. They also have to ensure that their own handwriting is legible and if necessary, write on lines or use large print material to illustrate and reinforce the quality of the writing, the quality of the drawings, etc.
   As much as possible keep to the same way of writing that is found in the pupils' books. The teachers are also teaching writing so their writing has to be good and it should be similar to that in the pupils' book. Teachers should also find ways of putting the teaching aids up on the wall or chalkboard instead of holding them up in their hands. That way, the pupils can keep their eyes on print/pictures. **Teachers have to Model Good Writing for the pupils.**

Posters , Charts and Flash Cards

Good posters and charts for the classroom can be made by keeping the following points in mind.

- Make letters, pictures, and symbols big enough so pupils can read the poster from the back of the classroom. Write neatly.
- Use bold lettering by using a thick marking pen, crayon, or paint brush. Do not use pencil or biro.
- Use the whole space of the poster but do not crowd it with too much writing or with too many pictures.
- Plan out the poster by using a pencil to determine and trace out where the writing and pictures will be. Try to avoid cutting words up when they do not fit on a line.
- Use a variety of colours if they are available.
- Use carton boxes to make posters that will last longer. Glue plain paper on top of the carton box if you want a white and/or clear surface.
- Laminate the posters or cover with clear plastic to make them last longer.
- Display posters by:
    - hanging them from strings on a peg on the wall
    - pegging them on a string across the room
    - sticking them on the wall with paper glue or pins
    - leaning them against the chalkboard on the chalk tray.

Some ideas for creating a print rich environment in the classroom

- **Charts that support literacy**, such as alphabetic chart (letters, syllables and words of 6 to 10 cm in height), charts with labeled pictures, colour charts with names of different things, charts title (on the slates, blackboards, newspapers, books, cardboard paper, disposed carton of biscuits, milk etc).
- **Word wall**, such as wall display of sight words, words that rhyme, letters of the subsequent lessons
- **Display of original pupil work** such as keeping the stories they have written or illustrated, labelled drawing, writing their own names etc.
- **Functional print for class communication** including pupils' attendance sheet, morning greetings and messages, written rules and directions, timetable etc.

Making and Using Teaching Aids		
Puposes of Teaching Aids	**Good Teaching Aids Are:**	**Using Flashcards**
✓ Provide opportunities for eyes on print ✓ Reinforce what you are saying and summarizes key concepts. ✓ Ensures that your point is understood ✓ Signal what is important/essential ✓ Enable pupils to visualize or experience something that is impractical to see or do in real life ✓ Engage or stimulate pupils' other senses in the learning process ✓ Facilitate different learning styles	✓ Well prepared ✓ Well presented ✓ Readable ✓ Legible ✓ Visible to all ✓ Appropriate format ✓ Bright and colourful ✓ Sturdy and durable ✓ Easily displayed	✓ Arrange the cards in the order you would like to present them ✓ Stick or hang all flash cards to be used on the wall/board during the lesson ✓ Stand facing your pupils not covering the cards ✓ Use a pointer so all pupils in the room can see clearly ✓ Keep the flashcard session fun and game -like ✓ Incorporate the flash cards into activities ✓ Create some suspense

Some Tips on Utilising Teaching and Learning Materials

A beautiful textbook or set of flash cards are absolutely worthless if they are never used. In schools where resources are scarce it is important to take good care of teaching and learning materials so that they last a long time and many learners get to use them. If the teaching and learning materials last a long time but no one has used them, it has served no learning purpose. Remember - if it is not being used, no one is learning from it! Here are some tips about storage, sharing, and displaying materials for you to consider.

Storing	Sharing	Displaying
Use plastic bags to hang materials such as flash cards, bottle caps and sticks.	Set up routines with learners so they know how to borrow and use materials.	Hang posters on a string along the wall with clothes pegs. Cover posters with clear plastic to protect them.
Use boxes to make kits of materials for groups of learners.	Teach learners how to protect and properly use the learning materials. Make sure learners know safe handling of all materials.	Use carton boxes collected from shops to make posters and flash cards instead of expensive poster paper.
Write down the number of materials before they are handed out to learners. Ask learners to collect and count the materials at the end of the lesson.	Check the number of materials before class to see how many groups of learners you have. If you have 10 markers and 40 pupils, then you can have 4 pupils per group for 10 pupils' groups each using 1 marker.	Glue pre-made posters to carton boxes so they last long and can be stood up along the wall or on the chalkboard. If the materials are few, ask the pupils to sit on the floor or in semi-circle around the material for demonstration purpose.
Get pupils involved in the storing and care of materials. Make up a schedule so that all pupils are responsible for collecting the materials from their storage place and returning them when you are finished.	When organising groups, put one pupil in charge of collecting materials, another for making sure all pupils get a chance to use the materials and another to put them away.	Make sure all pupils can see the materials. If you are displaying a poster, make sure it is visible to all pupils. Check visibility yourself by walking the classroom to view the material from different places in the room.

General Classroom Tips for Teachers

1. Cheer and applaud pupils for good performance will motivate and encourage them to do more
2. Teachers should take some time to find out about the wellbeing of their class/pupils. Ask them how they are doing, find out about their communities etc
3. Organise the classroom to make space, time and resources available and accessible for learning to take place. Place pupils closer to the chalk board. Even in classrooms with little

or no furniture, it is important to let pupils know their partners and the groups they belong to.

4. Teaching aids and other learning props should be hung on the walls and pointed at with pointers (sticks) and not held by the teacher while teaching
5. Teacher should vary between calling pupils randomly and systematically to ensure that no pupil is left out of class participation and pupils are also kept alert
6. Give pupils time to think over a question, allow them to discuss in pairs before calling on them to provide answers.
7. When you want to call on a particular pupil, do not name the pupil before you ask the question. If you name the pupil, only that pupil will pay attention.
8. Ask all the pupils to begin thinking of an answer before you name the pupil.
9. Hang the chalkboard so all pupils can see clearly
10. Make sure that chalkboards are the right height for the pupils and for teachers to write on.
11. If possible, position the chalkboard so the glare of the sun does not prevent the pupils from seeing.
12. Be aware of the condition of the blackboard so that writing on the blackboard is legible
13. Check the availability of chalk and dusters before every lesson
14. Make sure that no mistakes are left on the board without being either crossed out or erased; so pupils do not retain incorrect information
15. Divide the chalkboard into sections so pupils can follow what is being written easily
16. Write big and clear enough so all pupils can see

More Tips and Pointers

Some Pupil Routines for Keeping the Classroom Tidy and Organized

1. organizing chairs and desks
2. sweeping the classroom floor
3. opening and closing windows
4. cleaning the chalkboard
5. updating the calendar
6. collecting and distributing textbooks

Managing Disruptive Classes - Silent Signals

Effective teachers deal with disruptive behaviour by developing certain practices to check misbehaviour without interrupting classroom instruction. Some teachers use silent signals with pupils to communicate nonverbally when they feel the pupils are interfering with the lesson. When the pupil is not paying attention look at the pupil and make sure you make eye contact. Teach pupils the signals and use them silently.

1. Touch your watch. (When a pupil is wasting time)
2. Touch your ear. (When a pupil is not listening.)
3. Touch your mouth. (When a pupil is talking out of turn.)
4. Hold up your pencil. (When a pupil should be writing.)
5. Hold up a book. (When a pupil should be reading.)
6. Speak to the pupil after class.
7. Hold a parent-pupil-teacher conference.

What other actions can you think of?

Why Children May Not Be Learning

1. Learners have not learned the skills required to do the task. For example, pupils will not be able to write paragraphs or stories if they have not mastered writing complete sentences.

2. The instruction in this particular skill was not clear to that pupil.

3. The instructional method may not be the right one for the learner.

4. Learners may need more time to practice and understand.

5. The pupil may not be motivated.

6. The pupil may not be ready developmentally.

7. The pupil may have emotional, physical, or mental problems.

Appendix A. Observation, Coaching and other Forms

Mu Karanta!
Classroom Observation
Hausa Lesson

STATE_____LGEA_____SCHOOL_____Primary 1 ☐ 2 ☐ 3 ☐
Date: _____Term 1 ☐ 2 ☐ 3 ☐. Week number_____Lesson number_____
Lesson Start Time: ____:_____ (HH:MM) Lesson End Time: ____:_____ (HH:MM)
Name of Observer_____Position of Observer: TOT ☐ /SSO ☐ /Head teacher ☐ /Master Trainer ☐ /Other _____Name of Teacher_____
Teacher ID Type_____Teacher ID Number_____
Did the teacher complete the *Mu Karanta!* lesson you observed? ☐ Yes ☐No. **If no, what was the last activity completed in the lesson you observed? (e.g. Read Aloud)**
_____

Lesson Content: What is the teacher teaching?		Comments
Each item describes a teacher behavior or classroom activity. Check YES if the behavior or activity is observed *at least once*. Check NO if it is not observed, or leave the YES box blank.		**Write constructive comments on what you observe.**
1. Does the teacher have the required materials necessary to teach today's lesson? • The teacher has *Mu Karanta!* Teachers' Guide Pupils' Book and teaching aids (e.g., chart, flashcards, drawings)	☐Yes ☐No	
2. Do the pupils have their *Mu Karanta!* pupils' book?	☐Yes ☐No	
3. Is the teacher's writing easy to read and similar to the writing in the pupils' book?	☐Yes ☐ No	
4. Does the teacher provide opportunity for pupils to play with the sounds of the language? This could include: • Songs, beat the word, and syllable sound discrimination activities.	☐Yes ☐No	
5. Do the pupils practice letter names: This could include the following teacher actions: • Having pupils read the letters from their books • Points to letters on the chalkboard or flash cards as pupils practice reading them	☐Yes ☐No	
6. Do the pupils practice decoding activities? This could include the following teacher actions: • Having pupils read the syllables from their books • Having pupils read the words from their books • Having pupils read from the board, from flash cards or posters	☐Yes ☐No	
7. Do the pupils practice fluency activities? This could include the following teacher actions: • Having pupils read a sentence from their books, flashcards or board • Having pupils read a passage from their books, flashcards or board	☐Yes ☐No	

8. Does the teacher read a story to the pupils? This includes: • Reading the stories from the Teachers' Guide • Reading with expression, clarity, and accuracy	☐Yes ☐No	
9. Does the teacher ask comprehension questions about the story to the pupils? This could include: • Asking them to look at the picture in the pupils book and say what they see • Asking them to predict what might happen in the story • Asking a question where the answer can be found in the text • Asking an inferential question or "between the lines" question	☐Yes ☐No	
10. Does the teacher increase pupils' understanding of the meaning of new words? This could include: • Provide pupils the opportunity to explain the new words • Providing definitions of new words using real objects, flashcards, photos, gestures? • Providing pupils the opportunity to use the new words in writing, oral language, and reading	☐Yes ☐No	

Lesson Content: What is the teacher teaching?		Comments
11. Does the teacher support pupils in writing letters? This could include: • Guiding pupils on the positioning and where to start in writing the letters • Asking pupils to copy, trace, and write letters or words in their Books	☐Yes ☐No	
12. Does the teacher instruct pupils to do homework and ask them to read their books at home or outside class?	☐Yes ☐No	
13. Does the teacher engage pupils from all parts of the classroom?	☐Yes ☐No	
14. Does the teacher check for pupils' understanding?	☐Yes ☐No	
15. If pupil responded incorrectly, did the teacher: • Supply the correct answer? • Avoid negative feedback such as scolding, belittling or punishing the pupil? • Ask the pupil to try again/repeat the question? • Give the pupils support to help him/her answer the question?	☐ Yes ☐ Yes ☐ Yes ☐ Yes	
16. Are the majority of pupils' eyes on the print as they read letters, syllables, words, sentences and passage? • This can be on the chalkboard, in the pupils' book, on flash cards or posters etc.	☐Yes ☐No	
17. Does the teacher make efforts to accommodate individual pupils' different learning needs by doing at least one of the following? • Varying teaching methods or seating pupils in optimal spots (e.g., front of class) • Providing individual assistance or assigning other pupils to help	☐Yes ☐No	
18. Overall, was the class on task (teacher carrying out lesson activities according to the time given and pupils doing what the teacher asked them to do)?	☐Yes ☐No	

19. Over the course of the lesson, did the teacher: • Praise or compliment pupils? • Check pupils' progress during individual and group activities?	 □ Yes □ Yes	
20. In the classroom, pupils and teachers have the following materials: • Chalkboard • *Mu Karanta!* Teacher's Guide • *Mu Karanta!* Pupil books (all or most pupils) • Pencils (all or most pupils)	□ Yes □ Yes □ Yes □ Yes	
TOTAL NUMBER OF "YES CHECKS"		

Is the teacher AHEAD of schedule or BEHIND schedule (circle one) ? Ask the teacher for the reasons._____

_____

Additional comments by Observer_____

_____

_____

Name of Observer_____ **Signature of Observer**_____

Name of Teacher_____ **Signature of Teacher**_____

LET'S READ!
Classroom Observation
English Lesson

STATE_____LGEA_____SCHOOL_____Primary 2 ☐ 3 ☐
Date: _____Term 1 ☐ 2 ☐ 3 ☐. Week number_____Lesson number_____
Lesson Start Time: ____:_____ (HH:MM) Lesson End Time: ____:_____ (HH:MM)
Name of Observer_____ Position: TOT ☐ /SSO ☐ /Headteacher ☐ /Master Trainer ☐ /Other_____Name of Teacher_____
Teacher ID Type_____Teacher ID Number_____
Did the teacher complete the *Let's Read!* lesson you observed? ☐ Yes ☐No. **If no, what was the last activity completed in the *Let's Read* lesson you observed? (e.g. Read Aloud)_____**
Additional comments about the lesson: e.g., multi-grade classroom, unusual events disrupted class: _____

Lesson Content: What is the teacher teaching?		**Comments**
Each item describes a teacher behavior or classroom activity. Check YES if the behavior or activity is observed *at least once*. Check NO if it is not observed.		**Write constructive comments on what you observe.**
1. Does the teacher have the required materials necessary to teach today's lesson? • The teacher has *Let's Read!* Teacher Guide and Pupil's Book and teaching aids (e.g., chart, flashcards, drawings)	☐Yes ☐No	
2. Is the teacher's writing easy to read and similar to the writing in the pupils' books?	☐Yes ☐No	
3. Does the teacher provide opportunity for pupils to play with the sounds of the language? This could include: • Songs, poems, rhymes, listening for the initial sound of a word	☐Yes ☐No	
4. Do the pupils have their Let's Read! pupil's book?	☐Yes ☐No	
5. Do the pupils practice letter names and letter sounds: This could include the following teacher actions: • Using songs, actions, flashcards or alphabet charts • Having pupils read the letters from their pupil book • Identifying and drawing objects beginning with a specific sound • Teacher models English sounds correctly • Points to letters as children practice reading them	☐Yes ☐No	
6. Does the teacher read a story to the pupils? This includes: • Reading the stories from the Teacher Guide • Reading with expression, clarity, and accuracy	☐Yes ☐No	

7. Does the teacher ask comprehension questions about the story to the pupils? This could include: • Asking them to look at the picture in the pupils book and make predictions • Asking a question where the answer can be found in the text • Asking an inferential question or "between the lines" question	☐Yes ☐No	
8. Does the teacher increase pupils' understanding of new word meanings? This could include: • Providing definitions of new words using real objects, flashcards, photos, gestures? • Providing pupils the opportunity to use the new words in writing, oral language, and reading	☐Yes ☐No	

Lesson Content: What is the teacher teaching?		Comments
9. Does the teacher provide instruction and practice in oral English? • Modeling English sentences and oral exchanges • Providing pupils with the language to use English in exchanges	☐Yes ☐No	
10. Does the teacher support pupils in writing letters? This could include: • Asking pupils to copy, trace, and write letters or words in their Pupil Books or on the blackboard	☐Yes ☐No	
11. Does the teacher help pupils transition from Hausa to English? This could include: • Link background knowledge in the Hausa language (L1) to English (l2) • Compare and contrast Hausa and English • Using charts, gestures, objects to link English to concepts in Hausa	☐Yes ☐No	
12. Does the teacher ask pupils to read their books at home or outside class	☐Yes ☐No	
13. Does the teacher engage pupils from all parts of the classroom?	☐Yes ☐No	
14. Does the teacher check for understanding on pupils?	☐Yes ☐No	
15. If pupil responded incorrectly, did the teacher: • Supply the correct answer? • Avoid negative feedback such as scolding, belittling or punishing the pupil? • Ask the pupil to try again/repeat the question? • Give the pupils support to help him/her answer the question?	□ Yes □ Yes □ Yes □ Yes	
16. Are the majority of pupils' eyes on the print as they read letters?	☐Yes ☐No	

17. Does the teacher make efforts to accommodate individual pupils' different learning needs by doing at least one of the following: • varying teaching methods or seating pupils in optimal spots (e.g., front of class) **18.** providing individual assistance or assigning other pupils to help	☐Yes ☐No	
19. 17.Overall, was the class on task (pupils doing what the teacher asked them to do)?	☐Yes ☐No	
20. Over the course of the lesson, did the teacher: • Praise or compliment pupils? • Check pupils' progress during individual and group activities?	□ Yes □ Yes	
TOTAL NUMBER OF "YES CHECKS"		

Is the teacher AHEAD of schedule or BEHIND schedule (circle one) ? Ask the teacher for the reasons._____

_____

Additional comments by Observer_____

_____

Name of Observer_____ **Signature of Observer**_____

Name of Teacher_____ **Signature of Teacher**_____

My Coaching Record

Teachers, keep track of your professional growth by writing down in **My Coaching Record** how you performed and how you plan to improve after each observation. You should have at least two classroom observations per term. Two should be from the TOTs/SSOs/MTs or Initiative staff. At least one other can be from a fellow teacher or the head teachers.

Classroom Observation and Coaching Session 1

[there are 4 of these at the back of each Teacher Guide]

Date of Observation/Coaching_____Week Number_____Lesson Number_____

Name of Observer_____Position_____

What was your total number of "Yes Checks"_____

List three strong points in your lesson as pointed out by the observer.

_____

_____

_____

List two points that you are going to improve on and tell how you will improve

1. **What I am going to improve:_____**
2. **How I am going to improve_____**

Teacher Reflection Summary

Please check the box that indicates the term in which you collected the reflection data:

Term ☐ **Term 2** ☐ **Term 3** ☐

The following tool is to summarize themes found in the Classroom Observation Instrument. The information collected from the reflections will help you to create meaningful conversations with the teacher. The data will also be helpful in setting cluster meeting agendas.

Summarize three major themes or issues found in the Classroom Observation Instrument each week. These can be areas that teachers feel they need improvement or ideas for self-improvement. The goal is to record themes that are common across teachers and that may be good topics for cluster meetings.

	Theme 1	Theme 2	Theme 3
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

MY SCHOOL COACHING RECORD (FOR ToTs/SSOs)

LGEA: ……
Cluster/School Name: ……
Term: ……..
TOT/SSO'S Name: …….....

Date	Activities Carried Out	Challenges	Proposed Task	Comments

CLUSTER MEETING REPORT

DATE: **SSO……**

VENUE: **LGEA……**

PARTICIPANTS: **F……** **M……** **Term……**

Key Targets for Head Teachers

1.……

2.……

3.……

Key Targets for Teachers

1. ……

2. ……

3. ……

Challenges

1. ……

2.……

3.…… …

Recommendations

1. ……

2. ……

3. ……

SIGNED