

Module 3  
Day 1  
Page 1

# Training module 3

## Day 1

### Session notes for IQTE trainers



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Day 1	Day 2	Day 3	Day 4
<b>Session 1:</b> <b>9—10.45am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9—10.45am</b> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Designing learning activities	<b>Session 1:</b> <b>9—10.45am</b> The register
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
<b>Session 2:</b> <b>11—1pm</b> Beliefs about teaching	<b>Session 2:</b> <b>11—1pm</b> Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Presenting activities	<b>Session 2:</b> <b>11—1pm</b> Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Encouraging active learning	<b>Session 3:</b> <b>2—3.45pm</b> Teaching English	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

**To make:**

Paper ball

Paper circles:  
cut circles from flip  
chart paper  
(one for each group  
of three)

**Session 1:**

**Materials/Charts/  
Handouts**

Flip chart or  
chalkboard, markers

Paper ball

Chart 1:  
Timetable Module 3

Handout:  
Lesson observation  
guidelines  
(participants' own)

**Session 2:**

**Materials/Charts/  
Handouts**

Flip chart or  
chalkboard, markers

Chart 2:  
Questions about  
your teachers

Handout 1:  
What do I think  
about teaching?  
(one for each  
participant)

Chart 3:  
Personal beliefs  
about education

**Session 3:**

**Materials/Charts/  
Handouts**

Flip chart or  
chalkboard, markers

Paper circles  
(one for each group  
of three)

Chart 4:  
Teacher/pupil talking  
time in one lesson

Handouts 2—5:  
Classroom scenarios  
(two different  
scenarios for each  
group)

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# Session 1

## 9—10.45am

# Reconnecting/ Sharing experiences



### Learning outcomes

By the end of this session, the participants will:

.....  
**have reconnected with each other and described something that they learned about one pupil's abilities during their second week of teaching**

.....  
**have reviewed the ground rules**

.....  
**be able to explain the training timetable**

.....  
**have shared successful experiences and activities that they have tested since the last training**



### Materials

Flip chart or chalkboard, markers

.....  
Paper ball

.....  
Chart 1:  
Timetable Module 3

.....  
Handout:  
Lesson observation guidelines  
(participants' own)

# Session 1

## 9—10.45am

# Reconnecting/ Sharing experiences

## activity 01

**Time**  
20 minutes

### Reconnecting

Welcome the participants back, and ask a volunteer to lead an opening prayer.

Ask the participants to think about something that they learned about a child or children in their classes in their second week of teaching. Give them two to three minutes to think about this.

Tell everyone to stand up and form a large circle. Hold the [paper ball](#) in front of you. Remind the participants of your name and tell them one thing that you learned about one participant's abilities in the second training.

Throw the ball to your co-facilitator and put your hands behind your back to show that you have had your turn. The co-facilitator then says their name and one thing that they learned in the second training.

The co-facilitator then throws the ball to a participant across the circle and puts their hands behind their back. The participants continue in the same way, re-introducing themselves one by one and saying one thing that they learned in their second week of teaching.

When everyone has had a turn, thank them for joining in and briefly highlight any common learning.

Do a quick activity to divide the participants into groups of no more than eight people. Put a support teacher with each group.

## activity 02

**Time**  
15 minutes

### Reviewing the ground rules

Ask the participants to take a few minutes to remember the ground rules. Then ask volunteers to act out the ground rules instead of speaking them. Give an example if necessary (for example, turn mobiles to silent).

Write the ground rule from each role play on the flip chart, and, when they have finished, check against the list of ground rules from Module 2. Make sure that they have included the main points. Remind them of the importance of the ground rules in good classroom management.

## activity 03

**Time**  
10 minutes

### The timetable for the week

Remind the participants that this is the third and last week of the initial teaching programme. Show [Chart 1: Timetable Module 3](#) and ask the participants to look at it with you.

Explain that the main themes of this training are educational philosophies and child-centred activities. They will learn about different teaching styles, and how to evaluate activities and improve, design and use them in their lessons. They will also have time to plan next week's lessons and make materials.

Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

# activity

## 04

**Time**  
60 minutes

### Sharing experiences

Ask the support teachers to describe some of their positive observations when they visited some of the IQTE teachers in their second week of teaching.

Explain that the support teachers are there to mentor the teachers and help them improve. They are not there to inspect. This kind of support will help the participants become quality teachers.

Tell the participants that, as well as receiving support from experienced teachers, two other ways to improve their teaching are through self-assessment and learning from their peers.

Tell them that in this session they will use both self-assessment and peer mentoring to learn from their experiences over the last two weeks.

Give the participants an example of an activity that you did in the second training that you thought went well. Then tell them to think about their second week of teaching and choose one lesson introduction or activity that they felt went well. Give them five minutes for this task. Then ask them to write down the key reasons that their introduction or activity went well.

Tell them to use their [Lesson observation guidelines](#) to help them look for examples (group work, questioning, learning games, and so on).

When they have finished, tell them that they will now work in pairs and share their self-assessments. They should be prepared to share their partner's self-assessment with the whole class.

Bring the whole class together and ask each participant in turn to report back on their partner's self-assessment. Ask the participants to say whether they had similar experiences after each participant speaks.

### Summary

Ask, 'What did you learn about how to introduce a topic or lead an activity from this activity?' Highlight the benefits of sharing experiences and asking for suggestions.



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# Session 2

## 11—1pm

# Beliefs about teaching



### Learning outcomes

By the end of this session, the participants will:

**identify and describe three major philosophies of education**

**reflect on their personal view of these philosophies**

**describe how their beliefs about education influence their teaching**



### Materials

Flip chart paper or chalkboard, markers

Chart 2:  
Questions about your teachers

Handout 1:  
What do I think about teaching?  
(one for each participant)

Chart 3:  
Personal beliefs about education

# Session 2

## 11—1pm

# Beliefs about teaching

## activity 01

**Time**  
35 minutes

**Philosophy of education statements**

### Note to facilitators

As teachers, we all have beliefs about education: about how children learn and how teachers can lead learning. Most of the time we are not conscious of these beliefs but the beliefs are there in the background influencing how we work.

If we take the time to think about our ideas, we begin to be aware of our own 'personal philosophy of education', understand why we do things in a particular way, and discover things that need to change.

To become quality teachers and apply child-centred education successfully, teachers have to examine what they are doing and why: they have to reflect on their teaching.

This session is designed to get the participants to be self-reflective.

Show [Chart 2: Questions about your teachers](#). Ask the participants to think about the teachers that they had as a child and to make notes on the questions. Then ask them to share their memories in groups of three.

Bring the whole class together and ask a few volunteers to share their memories. Ask, 'Can you see differences in the teachers being described?'

Explain that every teacher has a view of what education and teaching should be like, although some teachers may not be aware that they do.

Sometimes this view has been created by the way we were taught, and so it helps to think back about our own teachers and how they influenced our views about teaching and learning.

Explain that they will now do an activity that looks at different views of education. Give each participant [Handout 1: What do I think about teaching?](#) Ask them to go through the hand-out carefully and tick the statement in each set that is closest to what they believe.

Read through the first statements in set A with them and ask them to tick the statement that they agree with the most. Then ask them to continue.

Tell the participants to work individually. Then, when they have finished, ask them to work in groups of three to share their answers.

### Summary

Bring the whole class together and ask volunteers to share any key points that they discovered while discussing in their small groups.

# activity

## 02

**Time**  
55 minutes

### The three types of teacher

Explain that they will now analyse Handout 1. Tell them that each set of three statements describes three different philosophies of education or types of teacher: authoritarian, traditional and progressive.

Do a quick role play to demonstrate how each type of teacher would probably behave in the classroom.

Role play the 'authoritarian' teacher as one who wants order and uses the threat of punishment, the 'traditional' teacher as one who does a lot of rote learning activities and memorisation, and the 'progressive' teacher as one who describes a learning activity, asks questions and takes questions from pupils.

Mention that most likely we have had teachers of each kind. No criticism is meant of any of them.

Ask the participants to look at the first three statements on Handout 1. Ask which statement best describes each type of teacher (authoritarian, traditional or progressive). There are no right or wrong answers. The intention is to allow the participants to explain their point of view and why they chose a particular statement to go with one teacher type and not another.

Then tell the participants to work in pairs to identify which type of teacher is best described by each statement on the handout. Give them 20 minutes for this task. Then ask the class to share their answers.

If there are differences, ask them to explain why they believe that the statement that they have chosen best describes the teacher and try to convince others to change their minds. However, note that others do not necessarily have to change their choices. The intention of this discussion is for the participants to clarify why they have chosen the statements that they have.

### Summary

Ask the participants what they have learned from this activity. Highlight the key points. If they share that they are more aware of their views of teaching and learning or that they may examine these views and change their opinions, you will know that the activity was successful.

# activity

## 03

**Time**  
30 minutes

### Personal beliefs about education

Explain that we have seen that learning by rote or learning in an authoritarian classroom are the ways that many of us received our own education.

We need to be aware of how our own educational experience influences how we teach and how much we agree or disagree with the teaching approach of the IQTE teacher training programme.

Show [Chart 3: Personal beliefs about education](#).

Tell the participants that they have 20 minutes to complete the statements for themselves. Remind them that there are no right or wrong statements in this work.

When they have finished, ask them to share their personal statements in groups of three, and then decide on ideas on how to become progressive teachers. Then bring the whole class together and ask one member of each group to report back.

### Summary

Highlight the key points. Ask if there are any questions.



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# Session 3

## 2—3.45pm

# Encouraging active learning



### Learning outcomes

By the end of this session, the participants will:

**identify how much time in a lesson the teacher is talking and how much time should be given to active pupil learning**

**describe how active participation gets all the pupils thinking, not just moving**

**identify activities that allow most pupils, not just one or two, to actively participate in their learning**



### Materials

Flip chart or chalkboard, markers

Paper circles (one for each group of three)

Chart 4:  
Teacher/pupil talking time in one lesson

Handouts 2—5:  
Classroom scenarios (two different scenarios for each group)

# Session 3

## 2—3.45pm

# Encouraging active learning

## activity 01

**Time**  
35 minutes

**How much time should teachers 'drive'?**

Ask, 'What do you need to give you directions on the "learning journey" that you and your pupils are on?' (Scheme of Work and lesson plan)

Explain that as well as 'directions', they need to look at how to divide the 'driving' between the teacher and pupils.

Remind them that you previously shared that teachers need to show their pupils how to 'drive' along the new journey's route in the lesson introduction, then let the pupils 'drive' by 'saying and doing' in the activities. 'Saying and doing' lets the pupils practise what the teacher has presented.

Explain that they will discuss in groups how much time in one lesson is spent on:

the teacher doing most of the 'driving' (introduction)

the pupils doing most of the 'driving' (activities)

the teacher and pupils sharing the 'driving'?

Give each group a [paper circle](#). Tell them that the circle represents the whole lesson. Ask them to decide together where to draw the line(s) to show how much of the lesson is for the teacher to 'say and do', the pupils to 'say and do', and the teacher and pupils to share the 'driving'.

Before they start, show [Chart 4: Teacher/pupil talking time in one lesson](#). Explain that the chart is an example of the teacher doing most of the 'driving'.

After five minutes, ask each group in turn to show their circle and explain why they divided it the way they did. After each group's turn, ask the others for their comments and questions.

### Summary

Highlight that pupils should be the 'drivers' for at least half the lesson because children learn most, and are more motivated to learn, when they are active participants.

## activity 02

**Time**  
70 minutes

### Analysing activities

Explain that pupils often lose important learning time because many teachers:

‘drive’ for the whole lesson, only talking and reading aloud for the pupils to chant back

ask one pupil to read or work at the chalkboard while the others watch and chant back

forget, or don’t know, that they need to ask questions that make pupils think about what is being taught.

Tell the participants that they will discuss pictures and descriptions of some class activities and decide what is going well and what needs improvement.

Ask them to choose a group leader, who will make sure that everyone participates, and a recorder, who will write down their key points. Give each group two handouts from Handouts 2—5: Classroom scenarios.

Give them 30 minutes for this task. Move around the room while they are working, helping where necessary.

Bring the whole class together. Ask the recorders in each group in turn to present their ideas, then ask for other participants’ views and questions. Give each group ten minutes to present and take questions.

### Summary

Encourage the participants to continue to analyse their own lessons and to have all their pupils actively involved. Tell them that during this training there is an emphasis on the active participation of pupils so that their pupils can achieve real learning outcomes.

Ask the participants to do the ‘two stars and one wish’, activity as a whole class, sharing their comments with you orally. Close the day with a prayer.

# Training module 3

## Day 1

### Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

# chart 01

## Timetable module 03



### Day 1

**Session 1:  
9—10.45am**  
Reconnecting/  
Sharing experiences

Tea break  
10.45—11am

**Session 2:  
11—1pm**  
Beliefs about  
teaching

Lunch  
1—2pm

**Session 3:  
2—3.45pm**  
Encouraging  
active learning

Wrap up  
3.45—4pm



### Day 2

**Session 1:  
9—10.45am**  
Teaching Hausa

Tea break  
10.45—11am

**Session 2:  
11—1pm**  
Teaching Maths

Lunch  
1—2pm

**Session 3:  
2—3.45pm**  
Teaching English

Wrap up  
3.45—4pm



### Day 3

**Session 1:  
9—10.45am**  
Designing learning  
activities

Tea break  
10.45—11am

**Session 2:  
11—1pm**  
Presenting activities

Lunch  
1—2pm

**Session 3:  
2—3.45pm**  
Making materials

Wrap up  
3.45—4pm



### Day 4

**Session 1:  
9—10.45am**  
The register

Tea break  
10.45—11am

**Session 2:  
11—1pm**  
Classroom  
management

Lunch  
1—2pm

**Session 3:  
2—3.45pm**  
Planning lessons

Wrap up  
3.45—4pm

## Questions about your teachers

- Did all your teachers teach the same way?
- Did you like some of them better than others? Why?
- Which teachers do you remember the most?

# handout

## 01

# What do I think about teaching?

Tick the statement that you agree with the most.

### A

1  
The teacher's main role is to give knowledge to the pupils.

2  
The teacher's main role is to get the pupils through the textbook.

3  
The teacher's main role is to guide and motivate the pupils' learning.

### B

1  
Children learn best when they are active participants.

2  
Children learn best when they are properly taught.

3  
Children learn best when they are sitting up straight and are quiet.

### C

1  
The most important tool for a teacher is the textbook and memorisation.

2  
The most important tool for a teacher is the lesson plan.

3  
The most important tool for a teacher is strict discipline.

### D

1  
Some children don't learn because they are lazy.

2  
Some children don't learn because they are stupid.

3  
Some children don't learn because they are not motivated.

### E

1  
The wise teacher tells the pupils the moral of the story.

2  
The wise teacher discusses the moral of the story with the pupils.

3  
The wise teacher uses questions so that the pupils may apply the moral of the story to their own lives.

### F

1  
Children respond best when there is strict discipline and corporal punishment set by the teacher.

2  
Children respond best when the teacher sets the discipline rules with rewards and punishment.

3  
Children respond best when teachers guide them to set the discipline rules with them.

# handout

## 01

# What do I think about teaching?

### G

1  
Children who rarely speak in class are less likely to learn.

2  
Children who rarely speak in class are good children who are respectful of their teachers.

3  
Children who rarely speak in class are learning by listening.

### H

1  
Teachers should teach to the best pupils and help them get top marks.

2  
Teachers should teach to and help all pupils to do the very best they can.

3  
Teachers should be realistic and not expect too much from slow pupils.

### I

1  
The school should encourage pupils' thinking.

2  
The school should encourage pupil discipline and respect for authority.

3  
The school should encourage pupils to memorise and copy.

Personal beliefs about education

I believe that the purpose of education is .....

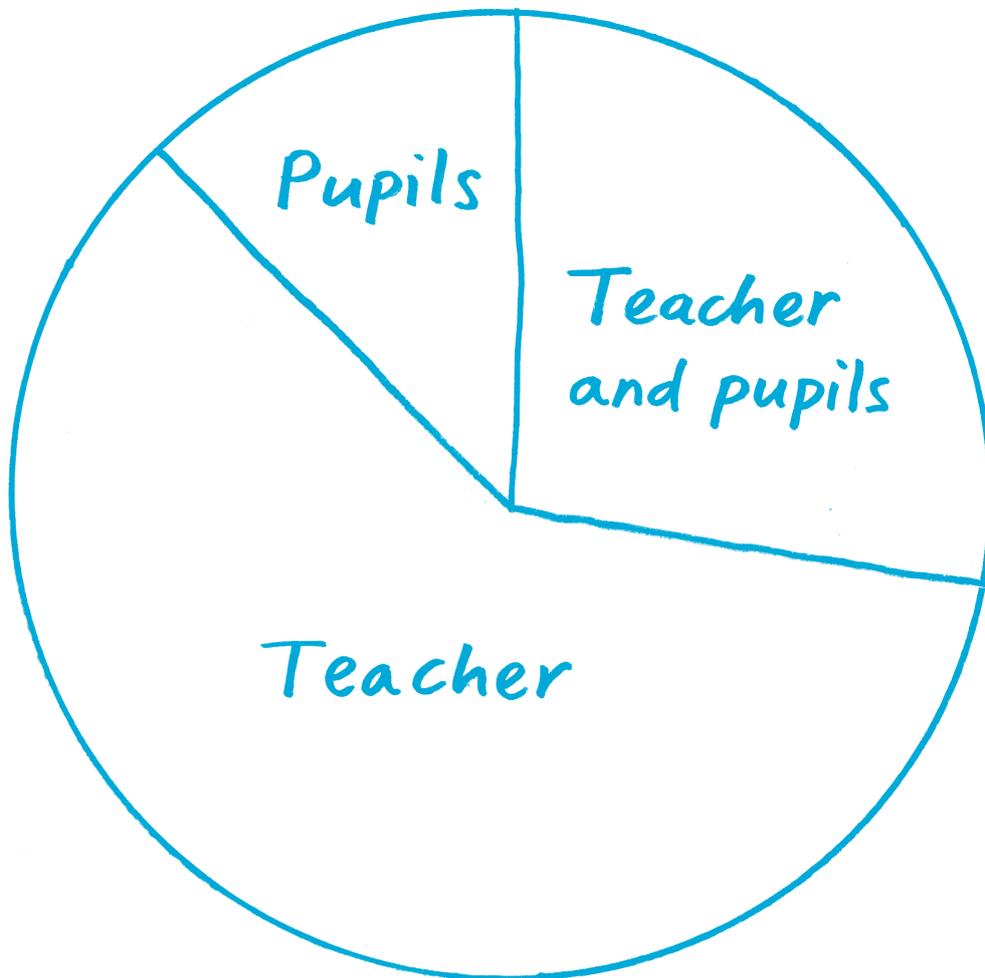
I believe that the role of the teacher is .....

I believe that pupils learn best when .....

# chart

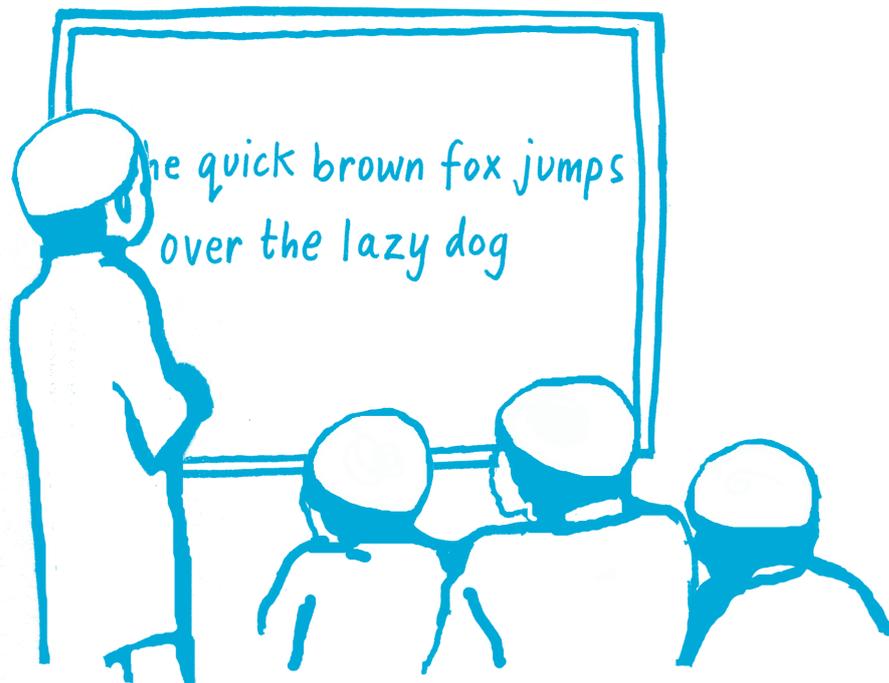
## 04

### Teacher/pupil talking time in one lesson



## Classroom scenario 1

One child is reading out the text. The other children are repeating what he says.



### Task

- How much thinking are the pupils being asked to do?
- What questions could the teacher ask the children so that they show their understanding of the text?
- What activity could the pupils do so that they are all actively participating in this reading lesson?

## Classroom Scenario 2

One pupil comes to the board to write their name.

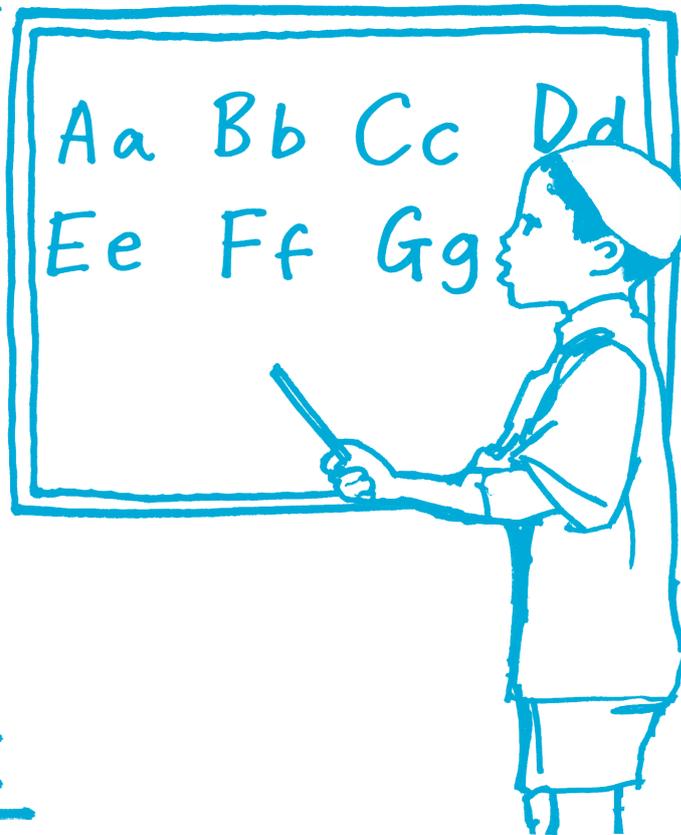


### Task

- What are the other pupils doing and learning?
- Think of three different activities that you could do so that all pupils are involved in learning to write their name.

### Classroom scenario 3

These pupils are learning the alphabet. Each child comes to the board and reads the alphabet.



### Task

- What do you think the other pupils in the class are doing?
- What could you suggest to the teacher to ensure that all the pupils become active and participate in this class?

### Classroom Scenario 4

The teacher is having the pupils copy him as he reads the days of the week on the blackboard.



### Task

- What are the children doing?
- What could you suggest to the teacher to ensure that all the pupils become active and participate in this class?



**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

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