Leh Wi Lan

Improving Secondary Education in Sierra Leone

UKaid
from the British people

CAMBRIDGE EDUCATION

FACILITATION GUIDE AND HANDOUTS

School Support Officer Induction Training:
An orientation training for personnel providing supportive supervision to teachers in Sierra Leone

Introduction

Teacher professional development is most effective when several elements are combined to support teachers. Training and support should be as close to the school as possible, so teachers have opportunities to practice their learning in their own context. Coaching or supportive supervision has shown to be successful in improving teacher performance in Sierra Leone.

These training materials were developed to induct 200 people into the role of School Support Officers (SSOs), to coach English and maths teachers in all government-assisted secondary schools in Sierra Leone. They were used between 2017 and 2019 and this version has not been updated since.

The sessions take participants on a journey that helps them to understand their role as SSOs. First, to understand school improvement within the education system in Sierra Leone, recognising the different layers and stakeholders who must work together effectively to drive change, and then to take a closer look at what effective teaching and learning looks like. The training materials explore how to conduct lesson observations and provide feedback to teachers to help them improve, as well as the skills and attitudes needed to do this effectively; acting as a critical friend to manage change.

The training materials were designed for SSOs in secondary schools however they can be adapted for use by any person providing coaching or supportive supervision to teachers. In Sierra Leone some of the modules were adapted for MBBSE School Quality Assurance Officer Induction Training in 2021.

These training materials provide an induction to a supportive supervision or coaching role. To help those in these roles, ongoing support – in the form of continuous professional development (CPD) – should be provided. This support should be designed based on an understanding of what is happening in the classroom. For Leh Wi Lan this meant SSOs coming together to look at lesson observation data and identify common trends – where teachers are performing well (or not) and where teachers are showing progress (or not). A facilitator for these CPD sessions helped SSOs to use this data to discuss what is working and help them focus on what they could do in their role to help teachers improve.

These materials were produced by Cambridge Education, in collaboration with TSC, and delivered as part of the UK-aid funded Leh Wi Lan project for supporting teachers in government assisted junior and senior secondary schools in Sierra Leone. These training materials are in draft. They can be shared and adapted for use as long as they are not used for commercial purposes

Week 1

Week 1

Session	Outline
Session 1: Welcome and introduction to the SSO team	• Introduction • Activity 1: Ground rules • Activity 2: Why 'SSO team' induction? • Activity 3: Induction timetable and objectives • Review
Session 2: Secondary schools and learning in Sierra Leone	• Introduction • Activity 1: JSS Learning Outcome Benchmarks • Activity 2: SSS Learning Outcome Benchmarks • Activity 3: Challenges facing Sierra Leones's schools • Review
Session 3: School improvement	• Introduction • Activity 1: How schools have been improved • Activity 2: Sierra Leones's School Improvement System • Activity 3: The SSO's place in school improvement • Review
Session 4: What does effective learning look like?	• Introduction • Activity 1: Conditions for effective learning • Activity 2: How children learn • Activity 3: Evidence of learning • Review
Session 5: Effective school support	• Introduction • Activity 1: How do schools work? • Activity 2: What makes a school effective? • Activity 3: Professional standards for teachers • Review
Session 6: Effective school support	• Introduction • Activity 1: The role of SSOs • Activity 2: Sharing key information • Activity 3: SSO's relationships • Review
Session 7: Lesson observation/feedback cycle	• Introduction • Activity 1: Lesson observation / feedback cycle • Activity 2: Importance of regular, frequent cycles; typical SSO schedule • Activity 3: Do's and Don'ts of lesson observations • Activity 4: Observation template and tracker • Review
Session 8: Identifying the key lever	• Introduction • Activity 1: What is a key lever? • Activity 2: Key levers we will probably see in classrooms • Activity 3: Practice identifying key levers • Review
Session 9: Strengths and Practice Filling out SSO Observation Form	• Introduction • Activity 1: How do we identify teacher strengths? • Activity 2: Practice filling out SSO Observation Form • Review
Session 10: Critical friends	• Introduction • Activity 1: The purpose of school level work • Activity 2: Being a critical friend • Activity 3: Practicing being a critical friend • Review
Session 11: Principles of adult learning	• Introduction • Activity 1: How to work with adults • Activity 2: What is effective support? • Review
Session 12: Change	• Introduction • Activity 1: What is change? • Activity 2: The process of change • Activity 3: Thinking about change • Activity 4: Preparing for change • Review

Week 2

Session	Outline
Welcome	
Session 13: Lesson plan structure	• Introduction • Activity 1: What is the 5-step JSS lesson plan? • Activity 2: What is the 4-step SSS lesson plan? • Activity 3: Helping teachers use the LPM • Review
Session 14: Mentoring	• Introduction • Activity 1: "Guiding through paper pathway" game • Activity 2: Driving Role-Play • Activity 3: Mr. Frog story • Activity 4: Mirror game • Review
Session 15: How to give feedback	• Introduction • Activity 1: Feedback Do's and Don'ts • Activity 2: Feedback Model • Activity 3: Role-Plays • Review
Session 16: Using Pupil Handbooks	• Introduction • Activity 1: What is the Pupil Handbook? • Activity 2: Getting best use of the Pupil Handbook • Activity 3: Preparing to support teachers with Pupil Handbook • Review
Session 17: Model lessons introduction	• Introduction
Session 17: Model lessons	• Preparation • Introduction • Activity 1: Model Lessons • Review
Session 18: Feedback and practice/plan	• Introduction • Activity 1: Improving Practice/Plan • Activity 2: Role plays on Feedback and Practice/Plan • Review
Session 19: First meetings with teachers and principals	• Introduction • Activity 1: First teacher meeting • Activity 2: First principal meeting • Review
Session 20: Mini Learning Circle	• Introduction and assignment of roles • Celebrating success • Solving Challenges • Patterns from the classroom • Wrap up and actions for next week • Present summary to DSO

Welcome and introduction to the SSO team   **120 minutes**

Session objectives

By the end of the session, participants will be able to:

- identify members of the group and training team;
- identify ground rules for this training;
- describe what the 'SSO team' is, and the need for an induction process;
- explain the role of this workshop in the induction process.

Materials

Chart 1.1	Session objectives	Introduction
Chart 1.2	Induction objectives	Activity 3
Handout 1.1	Induction timetable	Activity 3
Handout 1.2	Induction objectives	Activity 3

Session outline

Workshop introduction		30 minutes
Activity 1	Ground rules	25 minutes
Activity 2	Why 'SSO team' induction'?	25 minutes
Activity 3	Induction timetable and objectives	30 minutes
Session review		10 minutes

Session introduction   **30 minutes**

- Welcome participants to the first day of their induction and ask two of the participants (Christian and Muslim) to open in prayers.
- Sing "Good morning" song with participants *(see "Good Morning Song" video to learn the song)*
- Introduce the facilitators and key MBSSE and district staff members, asking a government staff (district deputy director) to give a brief talk to declare the programme open.
- Show participants Chart 1.1, with the objectives covered up (i.e. showing only the title). Ask a participant to explain what 'session objectives' are. (*They tell us what we are aiming to achieve by the end of the session*). Ask another participant to explain why it is useful and important to have session objectives and to share them with participants (*To enable everyone be on the same page in knowing our 'destinations' and to help us evaluate ourselves by the end of the session*).
- Show the session objectives, one by one, asking a participant to read each one.
- Explain that you will work towards the first objective right now, which is about getting to know members of this team.
- Tell participants that many of them already know one another – but we have a new cohort of SSOs. Explain that, regardless of previous positions and who has been here longer, they are now going to be working as one team so they need to introduce themselves and begin their relationship as 'SSO team' members.
- Take participants to a space where they can stand in a circle, and stand as one of them.
- Remind participants of your name, and ask someone to tell you what letter it begins with. Explain that you will think of an adjective to describe yourself that starts with the same letter as your name. You will also think of an action to go with your adjective.
- Step into the middle of the circle and say 'I am _____ _____', doing your action at the same time as you say your name. Repeat.
- Step back to your place in the circle, and explain that, when someone introduces himself or herself, everyone else needs to welcome them – so they should say 'Welcome, _____ _____', repeating your name, adjective and the action that goes with it.
- Explain that you will show them what to do one more time – and then they will introduce themselves in turn. Each person will step into the circle, introduce themselves, and then be welcomed by everyone else. Explain that they need to think

- of an adjective to go with their name, and an action to go with it before it comes to their turn. They should try to think of an adjective different from everyone else's!
- Step into the circle and introduce yourself again, reminding them that they need to welcome you. Then encourage participants to introduce themselves, going around the circle. Help individuals who are struggling to think of a good word or action for their introduction, and make sure the group has heard and used their 'SSO team name' to welcome each person.
- Thank participants for their work on this and ask them to return to their seats.

Activity 1   Ground rules   25 minutes

- Explain that it is important to have ground rules for training sessions.
- Ask pairs to discuss why they think ground rules are useful. Give them a couple of minutes to share ideas, then take feedback. *Agree that ground rules help to ensure that workshops can be conducted professionally, and that the same rules apply to everyone including the facilitators.*
- Explain that the group will set its own ground rules. Give each group a piece of chart paper and some markers and explain that they have 7 minutes to agree and record whatever rules they would like the whole group to follow.
- Move around supporting groups with their discussions, and particularly trying to ensure that no individuals are dominating the discussions too much. You can also use this time to make sure the 'right' rules are being suggested!
- Call the groups back together and praise them for their focused and balanced discussions.
- Ask each group in turn to propose a ground rule. If everyone is in agreement, ask a member of that group to come to the front and write it on a sheet of chart paper.
- Keep going until you feel the most useful ground rules have been recorded. If alternative versions of existing ground rules are proposed, encourage the whole group to come to an agreement about the best wording and make adjustments to the chart at the front of the room.
- If some key ideas are not suggested (e.g. timekeeping, keeping handsets off during sessions), you can propose them and explain why you think they are important.
- Read through the final list of rules, and explain that you will write them up or ask a volunteer to write them up neatly during the break.

Activity 2   Why 'SSO team induction'?   25 minutes

- Remind participants that for the next academic year they have a new SSO team. Whilst many of them have worked together before they have new members in the team and together they will be taking on new initiatives in the next academic year.
- Ask participants to give you a chorus answer for what 'SSO' stands for.
- Explain that this name is not an accident: it describes who they are and what they do.
- Remind participants all SSOs are assigned to a specific district. In future, our good work would encourage government buy in to ensure that they are paid and managed by the Districts, and the work they focus on is decided and planned by the District: they are a resource team for their District.
- Ask a participant to tell you the significance of the 'School'. Make sure they understand that their focus is on what happens in schools – not in MBSSE or districts or College of Education or Board of Governors (BoGs) or anywhere else. Often the work of supporting schools requires SSOs to work with other groups – but every activity should be directed towards schools. This is a theme you will return to repeatedly throughout the induction: that everything the SSOs do comes from and is centred around schools (and particularly around student learning).
- Ask a participant to tell you the significance of the word 'Support'. Make sure they understand that they are here to make changes – not to maintain the status quo. They will look at the challenges in schools during the next session, but the important thing for now is that they understand that the SSOs' role is to change the way things are at the moment through support. Try to liken support to a pedestal with the stand not very visible. Make sure a supporter doesn't do the work for the supported but help them to change the ways they do things.
- Take participants out to play the team game (3 different secret instructions to 3 groups: Group 1 - move 4 pieces of flipchart paper spread out from point A to point B; Group 2 – stack them on one another and Group 3 – stand on the pieces of paper)
- Will be chaotic at first but get them to brainstorm on how to get the tasks done with much struggle. *(Communicate the tasks / goals to one another and plan together)*
- Finally, ask a participant to tell you the significance of the 'team'. You can remind them of what you said during the previous activity. Make sure they understand that they will be working with and supporting one another: like a sports team, they need one another and they can only succeed if they use one another's skills and encourage one another. Within this team, they will all have different strengths and weaknesses.
- Explain that these are all themes they will return to throughout the induction process.

- Now ask a participant to tell you what an 'induction' is. *Make sure they understand that it is a process of getting to know a new role or joining a new organisation.* All SSOs are receiving training together – this is so they can get to know each other as a team. We know that some SSOs are new and will be learning about the role for the first time. Some SSOs received induction training last year and have been in their roles for a year. They can help mentor new SSOs and will also be inducted on new approaches for the next academic year. A
- Ask participants if they can tell you new areas of work that they will focus on next year. Outline the following and explain that they will learn more about this as the course goes on.
    a) Coaching teachers in SSS (as well as JSS)
    b) Introducing Pupil Handbooks to JSS and SSS
    c) Introducing LPMs to SSS
    d) Introducing more inclusive practices – especially supporting girls and children with disabilities to learn well and be safe in school.
- Ask pairs to tell one another why they think an induction is needed for them to become part of the SSO team in academic year 2018/19. Give them a couple of minutes to share ideas, then bring them back together and take feedback.
- Agree with them that an induction is needed for some SSOs because they are new to the job. Others have been an SSO for a year they should be welcoming the new SSOs. They too will be starting on new areas of work in the next academic year. The SSO team has expanded in numbers and in scope. They are likely to find some of this easy, and some of this hard: the induction process should ensure that, by the time they start working on improving SL's schools, they are ready and able to do so as a strong team.

Activity 3   Induction timetable and objectives   30 minutes

- Explain that, during this workshop and the induction process there will be some information shown to participants on charts, and some information that they need personal copies of. They should take good care of the handouts they receive: they will be using some of them throughout their work as SSO team members!
- Give out Handout 1.1 – the induction timetable.
- Go through the timetable of the induction process, agreeing what week they are in at the moment, and identifying what comes next. Explain that the induction is spread over two weeks and in two locations. The regional training will look at some higher level core skills and functions. Next week they will meet in district teams and look in more details at some of the functions and skills in the SSO role.

- Give out Handout 1.2 – the induction objectives. Ask them to look at the Handout. They should read through them and discuss in their pairs which part of the induction process will meet each of the objectives. Some objectives might be worked on during more than one part of the induction process!
- Display Chart 1.2 with the induction objectives and discuss by going through each of the objectives. For each one, agree what it means and when they will be addressing it.
- Finally, read through the timetable for this workshop together. Given the titles of sessions, ask which of the induction objectives are going to be addressed this week and which will be addressed next week.
- Ask participants how many sessions there are, and how long each one lasts. Talk through the timings of each day and ask participants to write these into their booklets.

Session review   **10 minutes**

- Show participants chart 1.1 again. Read through each objective.
- For each one, ask what they did to try to achieve each one.
- Explain that, as they've just seen, there is a lot to be covered during the induction process; and, as they agreed earlier in the session, the induction process is important for them to be able to work effectively as SSO team members when it comes to an end.
- Tell them that, when they come to the end of a session and look at the session objectives, one or more of them might feel that they haven't achieved the session objectives. If that happens, ask if they should stay quiet so they don't get into trouble. Explain that, if one of them has not reached the objective that's your problem – not theirs – because it's your job, as a trainer, to enable them to achieve the objectives.
- Make sure they understand that if they feel that they haven't achieved an objective, they should talk to you or another facilitator during the break.
- Thank them for their focus during this session and remind them what time to come back from the break. You could appoint a timekeeper to help them all remember what time to return.

Handout 1.1   The Induction Timetable

Week 1

Session	Outline
Session 1: Welcome and introduction to the SSO team	• Introduction • Activity 1: Ground rules • Activity 2: Why 'SSO team' induction? • Activity 3: Induction timetable and objectives • Review
Session 2: Secondary schools and learning in Sierra Leone	• Introduction • Activity 1: JSS Learning Outcome Benchmarks • Activity 2: SSS Learning Outcome Benchmarks • Activity 3: Challenges facing Sierra Leones's schools • Review
Session 3: School improvement	• Introduction • Activity 1: How schools have been improved • Activity 2: Sierra Leones's School Improvement System • Activity 3: The SSO's place in school improvement • Review
Session 4: What does effective learning look like?	• Introduction • Activity 1: Conditions for effective learning • Activity 2: How children learn • Activity 3: Evidence of learning • Review
Session 5: Effective school support	• Introduction • Activity 1: How do schools work? • Activity 2: What makes a school effective? • Activity 3: Professional standards for teachers • Review
Session 6: Effective school support	• Introduction • Activity 1: The role of SSOs • Activity 2: Sharing key information • Activity 3: SSO's relationships • Review
Session 7: Lesson observation/feedback cycle	• Introduction • Activity 1: Lesson observation / feedback cycle • Activity 2: Importance of regular, frequent cycles; typical SSO schedule • Activity 3: Do's and Don'ts of lesson observations • Activity 4: Observation template and tracker • Review
Session 8: Identifying the key lever	• Introduction • Activity 1: What is a key lever? • Activity 2: Key levers we will probably see in classrooms • Activity 3: Practice identifying key levers • Review
Session 9: Strengths and Practice Filling out SSO Observation Form	• Introduction • Activity 1: How do we identify teacher strengths? • Activity 2: Practice filling out SSO Observation Form • Review
Session 10: Critical friends	• Introduction • Activity 1: The purpose of school level work • Activity 2: Being a critical friend • Activity 3: Practicing being a critical friend • Review
Session 11: Principles of adult learning	• Introduction • Activity 1: How to work with adults • Activity 2: What is effective support? • Review
Session 12: Change	• Introduction • Activity 1: What is change? • Activity 2: The process of change • Activity 3: Thinking about change • Activity 4: Preparing for change • Review

Week 2

Session	Outline
Welcome	
Session 13: Lesson plan structure	• Introduction • Activity 1: What is the 5-step JSS lesson plan? • Activity 2: What is the 4-step SSS lesson plan? • Activity 3: Helping teachers use the LPM • Review
Session 14: Mentoring	• Introduction • Activity 1: "Guiding through paper pathway" game • Activity 2: Driving Role-Play • Activity 3: Mr. Frog story • Activity 4: Mirror game • Review
Session 15: How to give feedback	• Introduction • Activity 1: Feedback Do's and Don'ts • Activity 2: Feedback Model • Activity 3: Role-Plays • Review
Session 16: Using Pupil Handbooks	• Introduction • Activity 1: What is the Pupil Handbook? • Activity 2: Getting best use of the Pupil Handbook • Activity 3: Preparing to support teachers with Pupil Handbook • Review
Session 17: Model lessons introduction	• Introduction
Session 17: Model lessons	• Preparation • Introduction • Activity 1: Model Lessons • Review
Session 18: Feedback and practice/plan	• Introduction • Activity 1: Improving Practice/Plan • Activity 2: Role plays on Feedback and Practice/Plan • Review
Session 19: First meetings with teachers and principals	• Introduction • Activity 1: First teacher meeting • Activity 2: First principal meeting • Review
Session 20: Mini Learning Circle	• Introduction and assignment of roles • Celebrating success • Solving Challenges • Patterns from the classroom • Wrap up and actions for next week • Present summary to DSO

Handout 1.2   Induction Objectives

By the end of the SSO induction process, all SSO team members will be able to:

1. Explain the challenges facing Sierra Leone schools;
2. Describe what makes an effective school;
3. Identify the processes in the school improvement system that enable schools to become more effective;
4. Describe effective learning, teaching, and leadership in schools;
5. Identify connections between teacher and principal behaviours and children's achievement;
6. Explain how SSO activities can result in improvements in students' learning achievement;
7. Demonstrate how to work in a supportive and professional manner with schools;
8. Identify and demonstrate how to train adults effectively;
9. Increase familiarity with the national Lesson Plan Manuals (LPM);
10. Increase familiarity with the national Pupil Handbooks;
11. Utilise the 3-step Observation / Feedback Cycle to coach teachers;
12. Provide effective feedback using the Feedback Model;
13. Explain how children can learn literacy and numeracy more effectively;
14. Demonstrate effective activities for teaching literacy and numeracy;
15. Describe the next steps that they will take to improve Sierra Leone Junior and Senior Secondary schools

How are we going to achieve it?   **90 minutes**

Session objectives

By the end of the session, participants will be able to:

- develop familiarity with JSS and SSS Learning Outcomes;
- describe some challenges facing JSS and SSS schools in Sierra Leone.

Materials

Chart 2.1	Session objectives	Introduction
Chart 2.2	JS 1 Mathematics Learning Outcome areas, with benchmarks each on a separate piece of A4	Activity 1
Chart 2.3	Areas of English learning, each on a piece of A4, and the writing benchmarks JS1 – JS3 on half pieces of chart paper	Activity 1
Chart 2.4	SS 1 English Learning Outcome areas, with learning outcomes each on a separate piece of A4.	Activity 2
Chart 2.5	Results from SGLA	Activity 3

Handout 2.1	JSS Learning Outcome Benchmarks	Activity 1
Handout 2.2	SSS Learning Outcome Benchmarks	Activity 2

Session outline

Session introduction		10 minutes
Activity 1	JSS Learning Outcome Benchmarks	35 minutes
Activity 2	SSS Learning Outcome Benchmarks	25 minutes
Activity 3	Challenges facing SL's schools	15 minutes
Session review		5 minutes

Session introduction   10 minutes

- Welcome participants back from the break and thank them for returning on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the previous session, showing them where they are displayed in the room.
- Ask participants what the first chart you will show them contains: they should be able to remember that each session starts by looking at the *session objectives*.
- Show Chart 2.1 – the session objectives – and go through each one.
- Ask a participant to remind you what they should do if they get to the end of the session and feel they haven't achieved an objective. Make sure they remember that they should *ask you about that area*.
- Ask if it is possible that they might learn about something other than the objectives during a session. Agree that it is possible; in fact, it's quite likely. Tell them that this could happen in two ways: *they might learn about an area not in the objectives*; *or they might learn more about one of the areas than the objective is aiming at.*
- Look at the first objective for this session: 'to identify some benchmarks for student achievement.' Explain that this is what they will do during the first activity, so they should all achieve this. However, some of them may do so well with the activity that they would be able to explain benchmarks for student achievement to someone else, or to use benchmarks in assessing students and teachers, by the time they have finished this session.
- Ask if some people achieving more than the objectives would be a problem, and agree that it would not: it would be a good thing. But the objective is all they need to achieve for the session to be considered a success and for you, as a facilitator, to have done your job.
- Explain that benchmarks work in the same way: students, teachers, and schools might achieve more than these. But for us to consider the school system to be working, they have to achieve <u>at least</u> these levels – just as the SSOs need to achieve at least the objectives during a session.

Activity 1:   JSS Learning Outcome Benchmarks   35 minutes

- Remind participants that in the previous session they agreed that they as a team are focused on improving the quality of schools in SL. Tell them that schools only exist in order for students to learn, so whenever we talk about 'school improvement', we are really talking about improving students' learning.
- Tell participants that this means that everything we do and plan for should start from thinking about how well students are learning – which is why we're starting

this session, not by thinking about the government or districts or even schools – but about students and their learning in classrooms.

- Explain that SL has developed a set of Learning Outcomes (i.e., standards, benchmarks or learning goals) that shows what students **should** be achieving by the end of every year in JSS and SSS English and maths. These are aligned to the curriculum. The learning objectives are included in the Lesson Plan Manuals (LPMs) and Pupil Handbooks (PH). (There will be a session on these materials later.) Some students will achieve more than the Learning Outcomes, and some will not be able to reach them. It is important to remember that children come with different abilities but they are all able to learn and progress against the curriculum and Learning Outcomes.

- Explain that they could describe student learning in English and mathematics in two ways; by **areas of learning** and by **year.**

- Tell them we will look at **areas of learning** in JSS first. Many SSOs should be familiar with these because they have been working with JSS teachers for one year, but for new SSOs this may be new information. Show Chart 2.2 - JSS 1 mathematics learning outcomes - with spaces for the subheadings and, separately, display the set of A4s, each with an area of maths. Ask the groups to discuss which heading matches each learning outcome (2-3 mins) and then call for volunteers to come and match a heading to an outcome (one at a time). After each one, check everyone is in agreement – you can check against your copy of the Learning Outcome Benchmarks.

- Now we will look at **progression between years** – looking at one area of learning from the English Learning Outcomes. First, ask participants to work in groups and list the main areas of JSS English.

- Take responses from them and agree on a reasonable list (example on Chart 2.3):

    Listening: understanding spoken language; Speaking: communicating ideas through oral language; Reading: understanding written language; Writing: communicating through written language; Viewing: understanding visual images and connecting them to accompanying spoken or written words; Visually Representing: presenting information through images, either alone or along with spoken or written words

- Hand out the English Learning Outcomes to participants to see if they follow the same pattern as the Mathematics Learning Outcomes.

- Tell them that the main difference is the non-inclusion of the areas of learning (Thematic Areas).

- Then explain we will look at progression in one of these areas – writing. Let participants put away the Learning Outcomes. Call out 3 participants and ask them to hold up one each of the half flipcharts each with a Learning Outcome on it.

(Make sure they are not in the right order). Ask the groups to discuss the right order, from JS1 – JS3. Then ask a couple of participants (one at a time) to come and put them in the right order. Check everyone is happy with this result (if there is some disagreement, allow some discussion but do not let it go on too long.)

- As a **summary** read through Handout 2.1 again - the JSS Learning Outcome Benchmarks – pointing out:
  - o the areas for learning for both maths and English and that they are the same for every year
  - o the way that within each area of learning, the work builds on previous years' knowledge – tell them this is called **progression.**
- Ask SSOs to spend 5 minutes discussing in small groups their experiences with Learning Outcomes last year. Were teachers able to follow them? Did children understand them? Which ones were difficult for children to achieve? Which ones were difficult for teachers to teach?

Activity 2   SSS Learning Outcome Benchmarks   25 minutes

- Tell participants we will now look at **areas of learning** in SSS. This is new for all SSOs because last year we were not working in SSS schools. Show Chart 2.4 - SSS English learning outcome benchmarks - with spaces for the subheadings and, separately, display the set of A4s, each with an area of maths. Ask the groups to discuss which heading matches each learning outcome (2-3 mins) and then call for volunteers to come and match a heading to an outcome (one at a time). After each one, check everyone is in agreement – you can check against your copy of the Learning Outcomes.
- Now we will look at **progression between years** – looking at one area of learning from the Maths Learning Outcomes. First, ask participants to list the main areas of SSS mathematics learning in their groups.
- Take responses from them and agree on a reasonable list. Agree that this is the same as JSS mathematics.
- Ask participants to read through Handout 2.2 – SSS Learning Outcome Benchmarks in pairs.
- Ask participants to spend 5 minutes discussing in small groups how Learning Outcomes in JSS differ to those in SSS. Do they feel able to support teachers to teach SSS Learning Outcomes? What challenges do they think teachers and pupils might face with SSS Learning Outcomes? How can an SSO support use of Learning Outcomes?
- Go around the groups and offer support. Encourage SSOs to work together and challenge and support one another too.

Activity 3   The challenges in SL schools   15 minutes

- Tell participants that they have spent most of this session thinking about what students should be achieving. Ask participants if children in JSS are achieving these benchmarks. Agree that not all children are achieving them and not all teachers are competent with them. That is why we have the SSO Team.
- Ask participants if they are familiar with the Sierra Leone Secondary Grade Learning Assessment (SGLA)? Can they tell you what it is? Explain that this is an annual assessment survey carried out in SL. The first survey was conducted at the start of LWL in 2016/17 which measured student learning achievement and teacher / principal proficiency. Some of the SSOs may have seen these results before but not everyone has so we will look at them again.
- Before you show them the results, explain that these are the headline figures only, and there are lots of more complex analysis of the results.
- Show them Chart 2.5, with the items covered up. Show the English graph and explain that Band 1 is basic skills (primary level) and Band 4 is more advanced. There are some children achieving in Band 4 – this is good. But the majority of children are achieving in the lower bands. This is where we need to focus. Look at JSS 2 and SSS 2 and try to draw comparisons. Explain that the children took the same test, so whilst we see a small improvement in SSS, and that is good, in fact we would expect to see much more progression after 3 more years of schooling. Then uncover the result for Maths and allow participants to react to them. Participants must understand that these figures don't say that students can't read or do math: but that in 2016/17 they did not reach the levels for achievement that are relevant to their grade level.
- Show 'figure 4' the third graph in Chart 2.5. Explain that this shows the students in the lowest bands are those in poor, remote schools. The survey also tells us that more girls than boys are in the lower bands. This might not be surprising but it is important because this is why SSOs need to make sure they visit all teachers, especially the most remote schools.
- Allow participants some time to reflect on who is responsible for improving students' learning achievement. Agree that everyone of us is contributing to the learning outcomes in one way or another. Last year we began a journey of change and this year we continue on that journey together.
- Explain that work has already begun. In 2017 and 2018 SSOs already started making improvements in JSS schools. Last year SSOs worked with 987 non-private JSS and 4800 teachers. By the end of the year, through SSO support, the majority of these teachers were using the LPMs. This is a great achievement in a short space of time. But there is still more to do!

- Each month typically 80% of teachers were visited – we want to increase this to 100% and especially include those in more remote areas who are sometimes missed. We will also increase our impact by supporting SSS teachers. This is why we have increased the number of SSOs to be able to take on more visits.
- The change we are talking about will not come instantly. It involves changing attitudes and behaviours in low-resource environments, that change takes time. This is why we are here to embark on the journey together.

Session review   5 minutes

- Show participants Chart 2.1 again and read through each of the objectives.
- Tell them that they have been given a lot of information – some of the detailed information about learning outcomes is something they will need to familiarise themselves with over time. This induction will help them and they will work together to ensure they understand the learning outcomes across JSS and SSS.
- Remind them what time they should return for the next session.

Materials

Chart 2.1   **Session objectives**

Chart 2.2   **JSS 1 Mathematics Learning Outcome areas**

Chart 2.3   **JSS 1 English Learning Outcome areas**

Chart 2.4   **SSS1 English Learning Outcome areas**

Chart 2.5   **Results from Sierra Leone Secondary Grade Learning Assessment (SGLA) 2017**
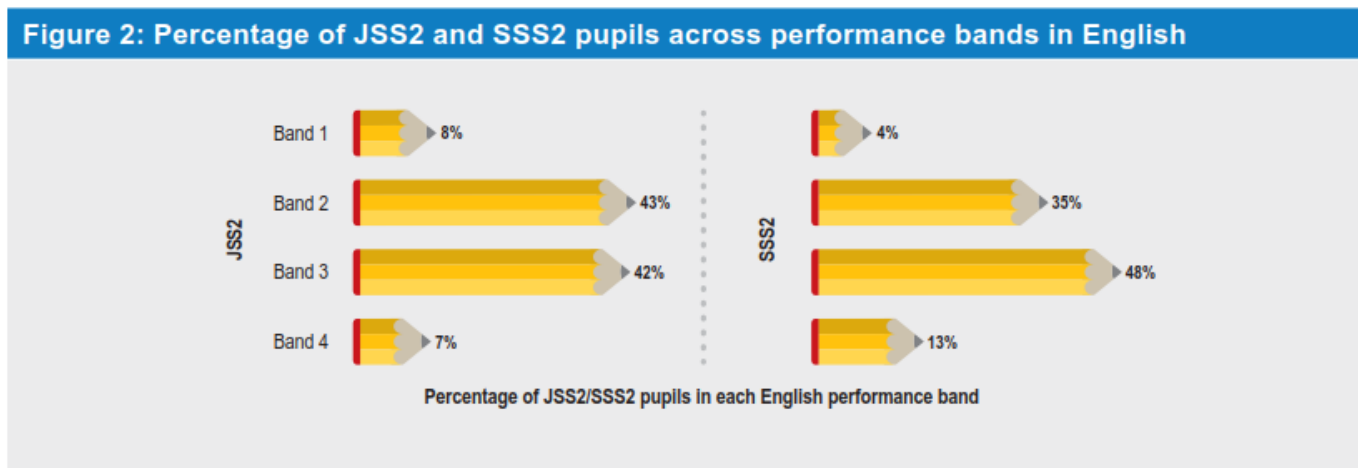
Figure 2: Percentage of JSS2 and SSS2 pupils across performance bands in English

	JSS2	SSS2
Band 1	8%	4%
Band 2	43%	35%
Band 3	42%	48%
Band 4	7%	13%

Percentage of JSS2/SSS2 pupils in each English performance band

Band 1 is basic skills and band 4 is more advanced skills. Most pupils achieve in the lower bands.

Figure 3: Percentage of JSS2 and SSS2 pupils across performance bands in Maths
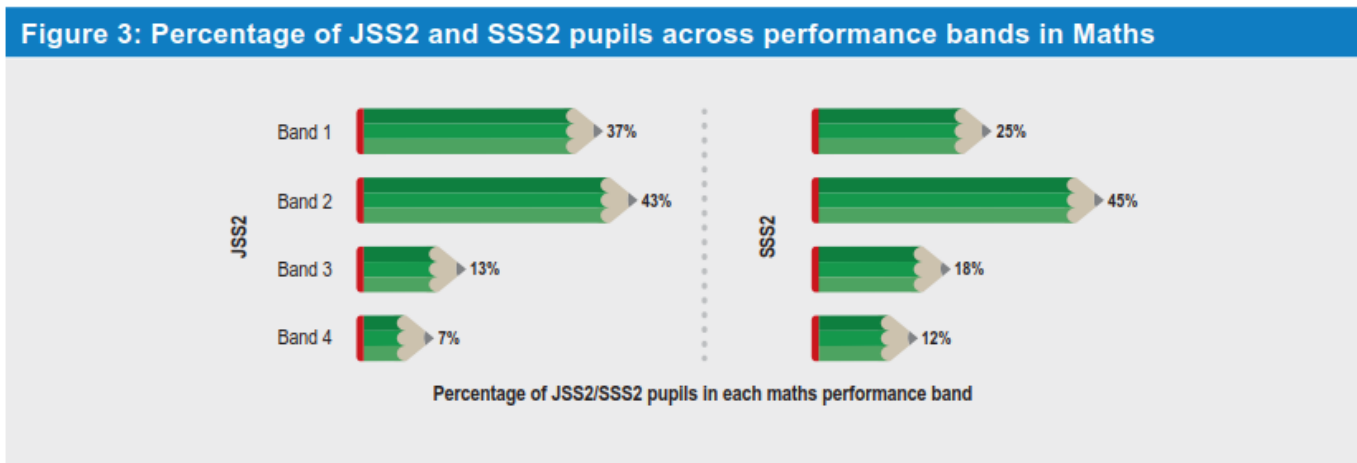
Band 1 is basic skills and band 4 is more advanced skills. Most pupils achieve in the lower bands.

Handout 2.1   JSS Learning Outcome Benchmarks

JSS 1

THEMATIC AREA	SPECIFIC LEARNING OUTCOMES
Number and Numeration	**_Students should be able to:_** ➢ count to 100 000 000 forwards and backwards from any number in multiples of a given number, including whole numbers, decimals and powers of 10 ➢ develop understanding of place value to identify, read, write, compare and order whole numbers, fractions and decimals up to 100 000 000 in numerals and in words, and locate them on a number line ➢ review equivalent fractions, use to compare and order fractions and to reduce fractions to their lowest terms ➢ identify and calculate equivalences between fractions, decimals and percentages ➢ investigate everyday situations that use integers (positive and negative whole numbers and zero) ➢ extend understanding of place value to compare and order integers, and locate them on a number line ➢ round whole numbers and decimals up to 100 000 000 to a required degree of accuracy including number of decimal places ➢ use the concept and vocabulary of factors, multiples, prime and composite numbers and find prime factors of whole numbers ➢ find highest common factor HCF, lowest common multiple LCM, squares, cubes, square roots and cube roots by prime factorisation ➢ investigate index notation for positive whole numbers, and find and use the rules for multiplying and dividing powers of a number
Everyday	**_Students should be able to:_** ➢ recall and use addition, subtraction, multiplication and division facts for integers and

Arithmetic (include Financial English)	decimals to 100 000 000 , including multiplying and dividing by powers of 10
	➢ recall and use mental, informal and formal written methods for the four operations with integers and decimals
	➢ recall and use the basic number properties of the four operations (including the identity properties) to solve multi-step word problems, determine which operations and methods to use, and apply the order of operations as required
	➢ check answers for reasonableness using inverse operations or estimation
	➢ identify some basic keys on the calculator and their functions
	➢ use the four operations to solve problems, including multi-step word problems, involving a mixture of integers, fractions and decimals up to thousandths
	➢ give answers to a required degree of accuracy and use estimation or inverse operations to check answers for reasonableness
	➢ solve problems with percentages including in multi-step word problems
	➢ extend the definition of ratio to percentages and decimals comparing two or more quantities
	➢ solve problems involving ratio and express answers in lowest terms
	➢ use the four operations to calculate with money including wage and tax calculations and in multi-step word problems
Measurement and Estimation	***Students should be able to:***
	➢ use and convert between different units of measurement for length, area, mass and volume / capacity
	➢ recall and use the formulas for perimeter and area of squares, rectangles and triangles; derive and use the general formula for the area of parallelograms
	➢ use the formulas for circumference and area of circles
	➢ use the formula for volume of rectangular prisms (cubes and cuboids)
	➢ solve multi-step word problems involving perimeter / circumference and area of parallelograms, triangles and circles, and volume of rectangular prisms, including with composite shapes
	➢ recall and use the relationship between the various units of time and solve multi-step word problems involving time
Geometry	***Students should be able to:***
	➢ investigate angle properties including with parallel and intersecting lines, and use results to find unknown angles
	➢ use drawing tools to construct triangles, parallel and perpendicular lines and circles
Algebra	***Students should be able to:***
	➢ identify, describe and complete simple arithmetic patterns
	➢ determine the rule in the number pattern and use it to predict for unknown values
	➢ use letters as variables to represent numbers
	➢ simplify and factorise simple algebraic expressions
	➢ construct and solve simple linear equations in one variable
	➢ read, write and plot co-ordinates in all four quadrants of the Cartesian plane
Statistics and Probability	***Students should be able to:***
	➢ collect, organise, display, extract and interpret discrete and continuous data using

	pictograms, lists, tables, bar charts and line graphs, including multi-step word problems
	➢ extract and interpret discrete data from pie charts including word problems
	➢ calculate the mode, median, mean and range of a given set of discrete or continuous data
	➢ use the language of probability to state the chance of events occurring in everyday life
	➢ demonstrate an understanding of probability, including conducting simple probability experiments
	➢ solve problems involving the probability of a single event
Basic Computing Skills	***Students should be able to:***
	➢ use general ICT tools, e.g. spreadsheets, videos etc. to illustrate mathematics concepts
	➢ use computer games and other mathematics teaching software to introduce, practise and consolidate mathematics concepts

JSS 2

THEMATIC AREA	SPECIFIC LEARNING OUTCOMES
Number and Numeration	***Students should be able to:***
	➢ develop understanding of place value to identify, read, write, count, order and compare a mixture of integers, fractions and decimals of any size, both positive and negative, and locate them on a number line
	➢ investigate terminating and recurring decimals and their associated fractions
	➢ round numbers to a required degree of accuracy including number of decimal places or significant figures
	➢ use the concepts and vocabulary of factors, multiples, prime and composite numbers, highest common factor HCF, lowest common multiple LCM and prime factorisation
	➢ investigate index notation and establish the laws of indices for integers
Everyday Arithmetic (include Financial English)	***Students should be able to:***
	➢ recall and use mental, informal and formal written methods for the four operations to solve problems, including multi-step word problems, involving a mixture of integers, fractions and decimals of any size, both positive and negative
	➢ use the basic number properties of the four operations, determine which operations and methods to use, and apply the order of operations as required
	➢ give answers to a required degree of accuracy and use estimation or inverse operations to check answers for reasonableness
	➢ solve problems with percentages including percentages greater than 100 and in multi-step word problems
	➢ solve problems involving ratios, rates and direct and indirect proportions, express answers in lowest terms

	➢ use the four operations to calculate with money including personal expenditure and commercial transactions and in multi-step word problem
Measurement and Estimation	***Students should be able to:*** ➢ use the formulas for perimeters and areas of quadrilaterals ➢ calculate the volume of three-dimensional shapes such as rectangular and triangular prisms and cylinders ➢ calculate the surface area of rectangular and triangular prisms and cylinder ➢ solve multi-step word problems involving perimeter and area of two-dimensional shapes, and volume and surface area of three-dimensional shapes including with composite shapes ➢ solve problems involving duration, including using 12- and 24-hour time within a single time zone and in multi-step word problems
Geometry	***Students should be able to:*** ➢ extend angle properties to investigate and find the sum of the interior angles of a polygon of *n* sides ➢ recall and use scale factor in scale drawings and maps ➢ describe transformations of two-dimensional shapes; identify line and rotational symmetries
Algebra	***Students should be able to:*** ➢ identify, describe and complete arithmetic and geometric patterns ➢ determine the rule in the number pattern and identify it as the nth term ➢ use the nth term rule to generate a number pattern or sequence ➢ simplify, expand and factorise algebraic expressions including fractions ➢ evaluate algebraic expressions by substituting given values ➢ construct linear equations in one variable from word problems and vice versa ➢ solve linear equations in one variable using algebraic techniques, and verify solutions by substitution ➢ draw graphs of linear equations on the Cartesian plane
Statistics and Probability	***Students should be able to:*** ➢ collect, organise, display, extract and interpret discrete and continuous data using pictograms, lists, tables, bar charts, line graphs, pie charts and stem diagram, including in multi-step word problems ➢ review the mode, median, mean and range of a given set of discrete or continuous data ➢ conduct experiments and solve problems involving the probability of two independent (combined) events, including in multi-step word problems
Basic Computing Skills	***Students should be able to:*** ➢ use general ICT tools, e.g. spreadsheets, videos etc. to illustrate mathematics concepts ➢ use computer games and other mathematics teaching software to introduce, practise and consolidate mathematics concepts

JSS 3

THEMATIC AREA	SPECIFIC LEARNING OUTCOMES
Number and Numeration	***Students should be able to:*** ➢ use set language and notation to describe collections of distinct objects ➢ investigate the real number system ➢ develop knowledge of other number systems ➢ investigate index notation and extend the laws of indices to rational numbers ➢ identify very large and very small numbers and introduce standard form (scientific) notation
Everyday Arithmetic (inc. Financial English)	***Students should be able to:*** ➢ use efficient methods for the four operations to solve problems with real numbers including multi-step word problems
Measurement and Estimation	***Students should be able to:*** ➢ recall and use appropriately the formulas for perimeter, circumference, area, volume and surface area of two- and three-dimensional shapes including multi-step word problems and with composite shapes ➢ solve problems involving international time zones including multi-step word problems
Geometry	***Students should be able to:*** ➢ use drawing tools to perform geometric constructions ➢ investigate Pythagoras' Theorem and use it to solve simple problems involving right angled triangles ➢ explore congruency of plane shapes using transformations ➢ use enlargements to explain similarity in two-dimensional shapes ➢ use similarity to investigate the constant ratios for the sine, cosine and tangent of a given angle in right-angled triangles ➢ use trigonometry to solve problems with right-angled triangles
Algebra	***Students should be able to:*** ➢ expand and factorise binomials (quadratics) ➢ construct and solve linear equations where the variable appears on both sides of the equals sign, and verify solutions by substitution ➢ draw and explore graphs of linear equations on the Cartesian plane ➢ construct and solve linear inequalities from word problems ➢ illustrate solutions of linear inequalities on the real number line ➢ change the subject of a formula, substitute values for given variables and simplify
Statistics and Probability	***Students should be able to:*** ➢ collect, organise, display, extract and interpret discrete, continuous and grouped data using pictograms, lists, frequency tables, bar charts, line graphs

	and pie charts, including multi-step word problems
	➢ calculate the mode, median, mean and range of a given set of discrete, continuous or grouped data
	➢ conduct experiments and solve problems involving the probability of single and independent (combined) events, including multi-step word problems
Basic Computing Skills	***Students should be able to:***
	➢ use general ICT tools, e.g. spreadsheets, videos etc. to illustrate mathematics concepts
	➢ use computer games and other mathematics teaching software to introduce, practise and consolidate mathematics concepts

English Learning Outcomes for each Form

JSS 1

By the end of the first year of the JSS level Basic Education Program, the learners should be able to:

- Show that they understand what Language Arts involves and the need to study it as a subject.
- Write simple letters to friends and family members.
- Write semi-formal letters to their teachers and other adult friends, using the correct formal features.
- Read and understand short comprehension passage of between 50 to 100 words, answer questions on them.
- Write the simile and antonyms of simple English words. This way the vocabulary increases.
- Understand, identify and use simple figures of speech and literary devices like simile, metaphor, personification, irony, hyperbole, alliteration, assonance, euphemism, pun, comedy, tragedy, character, audience, rhyme, rhythm.
- Spell simple, commonly used words correctly. Recognise words that are wrongly spelt and write them correctly. By the end of this stage learner must have learnt several new words and thereby developed his vocabulary.

JSS II

By the end of the second year of the JSS Basic Education program, the learner should be able to:

- Write longer essays and letters of about 200 words long.
- Write narrative and descriptive composition.
- Write articles for publication on issues concerning his school for the school magazine.
- Write essays in which they give directions to a place i.e. explain how to get to a place to someone who has never been there.
- Write informal letters to friends and family members.
- Write semi-formal letters to teachers, pen-friends, adult friends.

- Write formal letters to their school authority. Attention must be drawn to when and how to make a letter to the school authority, formal or semi-formal.
- Develop skills in spelling more difficult words and increase their vocabulary.
- Have the ability take part in discussions in and out of school. They must demonstrate greater confidence in their ability to do this.
- Have studied at least two of the prescribed poems for BECE, preferably a short one and a long one. The longest of the poems should be left for the third year.
- Understand some literary devices in addition to those studied in year one. Additions must include synecdoche, aside, soliloquy, dialogue, monologue, epistolary style, rhyme scheme, flash back, epic, climax, sonnet, reset quartet, couplet etc.
- Understand the technique used in writing the prescribed prose text for B ECE and learn something about the writers background. Learners should have studied at least twelve chapters of the prescribed prose text for BECE.
- Be able to do some research and write information about important people and places.
- Read novels, magazines and other articles outside the prescribed text books. This will help them to improve on their spoken and written English and build a wealth of new words.

JSS III

At the end of this third and final stage of the Basic Education Program, learners must:

- Be able to listen to, understand and participate in discussions in English within and outside the school environment.
- Be able to write the informal, semi-formal and formal letters very well. He must be conversant with the different formal features and the difference in choice of words appropriate for each. Learners must have the ability to write an application for a job if there is a need for this.
- Have the ability to do creative writing. He must be able to write short poems and short stories not only for school work but for pleasure, in his leisure time. Learner must use the poetic or literary devices that he has learnt in his work. This will be a good display of acquired skills.
- Use the tenses correctly. He must have studied the continuous simple and perfect form of the future tense and revised those forms in the present and past tense.
- Have knowledge about writing articles for publication both in the school magazines and local newspapers.
- Have studied all of the four poems prescribed for BECE.
- Be able to write direct speech into indirect speech.
- Write tag questions to short statements. A good knowledge of the tenses will be of help.
- Rewrite sentences from the active voice into the passive voice.
- Identify word class and state the part of speech that a word belongs to, depending on its function in context.
- Learner must have completed the prescribed prose text book.
- The prescribed Shakespearean play should have been completed.
- Have developed confidence enough to take part in school and even inter-school debate or quiz completions.

- Learners should be able to write a review on any novel that he has read.
- Be confident enough to sit to the Basic Education Certificate Examination.

Handout 2.2   SSS Learning Outcome Benchmarks

SSS 1 Term 1 English Learning Outcomes

Lesson Title: Introducing Self and Others	**Theme:** Listening and Speaking	
Lesson Number: L1-L001	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Prepare a brief introduction about themselves using the appropriate verb and vocabulary. 2. Introduce themselves clearly and fluently using the appropriate verb and vocabulary.		

Lesson Title: Simple Present Tense	**Theme:** Grammar	
Lesson Number: L1-L002	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Demonstrate an understanding of when and how to use the simple present tense. 3. Identify the simple present in sentences. 4. Use the simple present correctly in speech and in writing.		

Lesson Title: Simple Present Tense	**Theme:** Grammar	
Lesson Number: L1-L003	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Use the simple present in the negative. 2. Use the simple present to ask and answer questions.		

Lesson Title: Dialogue	**Theme:** Reading	
Lesson Number: L1-L004	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Read and understand a dialogue. 2. Summarise key information in a text. 3. Answer questions on a text.		
Lesson Title: Parts of Speech	**Theme:** Grammar	
Lesson Number: L1-L005	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify the 8 parts of speech.

2. Explain the function of the 8 parts of speech.

3. Identify the 8 parts of speech in sentences.

4. Write sentences using the 8 parts of speech.

Lesson Title: Parts of Speech	**Theme: Grammar**	
Lesson Number: L1-L006	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify the 8 parts of speech.
2. Explain the function of the 8 parts of speech.

3. Identify the 8 parts of speech in sentences.

4. Write sentences using the 8 parts of speech.

Lesson Title: Reading Skills Development: Skimming	**Theme:** Reading	
Lesson Number: L1-L007	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Demonstrate understanding of when to use skimming when reading a text.

2. Use skimming to read a text quickly and purposefully.

3. Answer questions on a text.

Lesson Title: Reading Skills Development: Scanning	**Theme:** Reading	
Lesson Number: L1-L008	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify the differences between skimming and scanning.

2. Demonstrate understanding of when to use scanning when reading a text.

3. Use scanning to read a text quickly and purposefully.

4. Answer questions on a text.

Lesson Title: Vocabulary Development: Family and Home	**Theme:** Reading

Lesson Number: L1-L009	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Use general vocabulary associated with the field of family and home. 2. Use context clues and inference to determine the meaning of unknown words in a text.		

Lesson Title: Vocabulary Development: Family and Home	**Theme:** Writing	
Lesson Number: L1-L010	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Use general vocabulary associated with the field of family and home. 2. Write a text on the topic using appropriate vocabulary.		

Lesson Title: Punctuation – Terminal Stops	**Theme:** Grammar	
Lesson Number: L1-L011	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Read punctuation with appropriate expression and intonation. 2. Demonstrate understanding of how to use terminal stops correctly when writing.		

Lesson Title: Punctuation – Terminal Stops	**Theme:** Grammar	
Lesson Number: L1-L012	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Read punctuation with appropriate expression and intonation. 2. Use full stops, question marks and exclamation marks correctly when writing. 3. Write a text using appropriate punctuation.		

Lesson Title: Present Continuous Tense (present use)	**Theme:** Grammar	
Lesson Number: L1-L013	**Class/Level:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Demonstrate understanding of when and how to use the present continuous tense. 2. Distinguish between the simple present and present continuous tense.		

3. Identify the present continuous in sentences.

4. Use the present continuous in the negative, avoiding double negatives.

5. Identify and discuss verbs that rarely use the present continuous.

6. Use the present continuous to ask and answer questions.

7. Use the present continuous correctly in speech and in writing.

Lesson Title: Present Continuous Tense (future use)	**Theme:** Grammar	
Lesson Number: L1-L014	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use the present continuous to ask and answer questions.

2. Demonstrate understanding of other uses of the present continuous tense.

3. Use the present continuous correctly in speech and in writing.

Lesson Title: Reading Comprehension – Fiction	**Theme:** Reading	
Lesson Number: L1-L015	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text with fluency.

2. Summarise a text in their own words.

3. Infer meaning from a text.

4. Answer questions on a text.

Lesson Title: Reading Comprehension – Autobiography	**Theme:** Reading	
Lesson Number: L1-L016	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text with fluency.

2. Summarise a text in their own words.

3. Infer meaning from a text.

4. Answer questions on a text.

Lesson Title: Informal Letters – Descriptive	**Theme:** Writing	
Lesson Number: L1-L017	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify the features of an informal letter.

2. Identify the format of an informal letter.

3. Distinguish between different types of informal letters.

4. Use an outline to draft an informal letter.

Lesson Title: Informal Letter – To a Classmate	**Theme:** Writing	
Lesson Number: L1-L018	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Write a letter demonstrating correct usage of the features of an informal letter.

2. Use appropriate and relevant vocabulary when writing an informal letter.

3. Write a letter with correct grammar and spelling.

Lesson Title: Simple Past – Regular Verbs	**Theme:** Grammar	
Lesson Number: L1-L019	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Demonstrate understanding of when and how to use the simple past tense.

2. Identify the simple past in sentences.

3. Use the simple past correctly in speech and in writing.

4. Use the simple past to ask and answer questions.

5. Use the simple past in the negative.

Lesson Title: Simple Past – Irregular Verbs	**Theme:** Grammar	
Lesson Number: L1-L020	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify irregular verbs in the simple past in sentences.
2. Use irregular verbs in the simple past correctly in speech and in writing.
3. Use irregular verbs in the simple past to ask and answer questions.
4. Use irregular verbs in the simple past in the negative, avoiding double negatives.

Lesson Title: Simple Past – Irregular	**Theme:** Grammar

Verbs		
Lesson Number: L1-L021	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify irregular verbs in the simple past in sentences.

2. Use irregular verbs in the simple past correctly in speech and in writing.

3. Use irregular verbs in the simple past to ask and answer questions.

4. Use irregular verbs in the simple past in the negative, avoiding double negatives.

Lesson Title: Past Continuous	**Theme:** Grammar	
Lesson Number: L1-L022	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Demonstrate understanding of when and how to use the past continuous tense.

2. Distinguish between simple past and past continuous.

3. Identify the past continuous in sentences.

4. Use the past continuous correctly in speech and in writing.

5. Use the past continuous in the negative, avoiding double negatives.

6. Use the past continuous to ask and answer questions.

Lesson Title: Formal Letter – Request to a Person of Authority	**Theme:** Writing	
Lesson Number: L1-L023	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify the features of a formal letter.

2. Identify the format of a formal letter.

3. Distinguish between different types of formal letters.

4. Use an outline to draft a formal letter.

Lesson Title: Formal Letters – Request to a Person of Authority	**Theme:** Writing	
Lesson Number: L1-L024	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Write a letter demonstrating correct usage of the features of a formal letter.

2. Use appropriate and relevant vocabulary when writing a formal letter.

3. Write a letter with correct grammar and spelling.

Lesson Title: Comprehending a Listening Passage	**Theme:** Listening	
Lesson Number: L1-L025	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Answer comprehension questions on a passage.

2. Summarise a listening text in their own words.

3. Use context clues to infer meaning of new words.

Lesson Title: Consonant Sounds	**Theme:** Listening and Speaking	
Lesson Number: L1-L026	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify and pronounce the 24 consonant sounds of the English language.

2. Identify and demonstrate understanding of consonant sounds in initial, medial and end position in words.

Lesson Title: Simple Past – Irregular Verbs	**Theme:** Grammar	
Lesson Number: L1-L027	**Class/Level:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify irregular verbs in the simple past in sentences.

2. Use irregular verbs in the simple past correctly in speech and in writing.

Lesson Title: Comprehending a Listening Passage	**Theme:** Listening	
Lesson Number: L1-L028	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Answer comprehension questions on a passage.
2. Summarise a listening text in their own words.
3. Use context clues to infer meaning of new words.

Lesson Title: Punctuation: Comma, Semi-colon, Colon, Dash	**Theme:** Grammar	
Lesson Number: L1-L029	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read punctuation with appropriate expression and intonation.

2. Identify the different uses of comma, semi-colon, colon and dash in a sentence.

3. Demonstrate understanding of how to use punctuation correctly when writing.

Lesson Title: Punctuation – Comma, Semi-colon, Colon, Dash	**Theme:** Grammar	
Lesson Number: L1-L030	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read punctuation with appropriate expression and intonation.

2. Use punctuation correctly when writing.

3. Write a text using appropriate punctuation.

Lesson Title: Reading Skills Development: Summarising	**Theme:** Reading	
Lesson Number: L1-L031	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text and summarise the important information.

2. Demonstrate reading comprehension by summarising main ideas.

3. Answer questions on a text.

Lesson Title: Reading Skills Development: Summarising	**Theme:** Reading	
Lesson Number: L1-L032	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text and summarise the important information.

2. Demonstrate reading comprehension by summarising main ideas.

3. Answer questions on a text.

Lesson Title: Vocabulary Development: Agriculture	**Theme:** Reading	
Lesson Number: L1-L033	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use general vocabulary associated with the field of agriculture.

2. Use context clues and inference to determine the meaning of unknown words in a text.

Lesson Title: Vocabulary Development: Agriculture	**Theme:** Writing	
Lesson Number: L1-L034	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use general vocabulary associated with the field of agriculture.

2. Write a text on a given topic using appropriate vocabulary.

Lesson Title: Simple Future (going to)	**Theme:** Grammar	
Lesson Number: L1-L035	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Demonstrate understanding of when and how to use the simple future tense.

2. Identify the simple future in sentences.

3. Use the simple future correctly in speech and in writing.

Lesson Title: Simple Future (will vs shall)	**Theme:** Grammar	
Lesson Number: L1-L036	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Demonstrate understanding of when and how to use the simple future tense.

2. Demonstrate understanding of the difference between the use of 'will' and 'shall' in the simple future.

3. Use 'will' and 'shall' in the simple future correctly in speech and in writing.

4. Use 'will' and 'shall' correctly in the simple future to ask and answer questions.

5. Use 'will' and 'shall' in the simple future correctly in the negative, avoiding double negatives.

Lesson Title: Reading Comprehension – Science Fiction	**Theme:** Reading	
Lesson Number: L1-L037	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text with fluency.

2. Make predictions about a text.

3. Infer meaning from a text.

4. Answer questions on a text.

Lesson Title: Reading Comprehension – Science Fiction	**Theme:** Reading	
Lesson Number: L1-L038	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Read a text with fluency.

2. Infer meaning from a text

3. Answer questions on a text.

Lesson Title: Creative Writing	**Theme:** Writing	
Lesson Number: L1-L039	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use an outline to plan a text.

2. Draft a text relevant to the topic with well-organised ideas.

3. Use appropriate vocabulary and grammar when writing.

Lesson Title: Creative Writing	**Theme:** Writing	
Lesson Number: L1-L040	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Write a text relevant to the topic with well-organised ideas.

2. Use appropriate and relevant vocabulary when writing on a topic.

3. Write a text with correct grammar and spelling.

Lesson Title: Comprehending a Listening Passage	**Theme:** Listening	
Lesson Number: L1-L041	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes

By the end of the lesson, pupils will be able to:

1. Answer comprehension questions on a passage.

2. Summarise a listening text in their own words.

3. Use context clues to infer meaning of new words.

Lesson Title: Consonant Clusters	**Theme:** Listening and Speaking	
Lesson Number: L1-L042	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify and pronounce consonant clusters in words.

2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.

Lesson Title: Consonant Clusters	**Theme:** Listening and Speaking	
Lesson Number: L1-L043	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify and pronounce consonant clusters in words.

2. Pronounce consonant clusters in initial, medial and end position in words.

3. Identify consonant clusters in a listening passage.

Lesson Title: Spelling	**Theme:** Writing	
Lesson Number: L1-L044	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Identify spelling rules.

2. Apply spelling rules when writing words.

3. Write sentences spelling words correctly.

4. Correct words that are spelled incorrectly.

Lesson Title: Vocabulary Development: Fishing	**Theme:** Reading	
Lesson Number: L1-L045	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use general vocabulary associated with the field of fishing.

2. Use context clues and inference to determine the meaning of unknown words in a text.

Lesson Title: Vocabulary Development: Fishing	**Theme:** Writing	
Lesson Number: L1-L046	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Use general vocabulary associated with the field of fishing.

2. Complete a text on the topic using appropriate vocabulary.

Lesson Title: Singular and Plural Nouns	**Theme:** Grammar	
Lesson Number: L1-L047	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes

By the end of the lesson, pupils will be able to:
1. Define nouns and demonstrate understanding of their function in a sentence.

2. Identify nouns in a sentence.

3. Distinguish between singular and plural nouns.

4. Write nouns in their singular and plural form correctly.

5. Use articles with nouns correctly.

Lesson Title: Nouns – Spelling Irregular Plural Nouns	**Theme:** Grammar	
Lesson Number: L1-L048	**Class:** SSS 1	**Time:** 40 minutes

Learning Outcomes
By the end of the lesson, pupils will be able to:
1. Define nouns and demonstrate understanding of their function in a sentence.

2. Identify nouns in a sentence.

3. Distinguish between singular and plural nouns.

4. Write nouns in their singular and plural forms correctly.

5. Use articles with nouns correctly.

SSS 1 Term 1 English Learning Outcomes

Lesson Title: Review of Numbers and Numerations	**Theme:** Numbers and Numeration	
Lesson Number: M1-L001	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Identify prime numbers and prime factors. 2. Calculate LCM and HCF.		

Lesson Title: Addition and subtraction of fractions	**Theme:** Numbers and Numeration	
Lesson Number: M1-L002	**Class:** SSS 1	**Time:** 40 minutes
Learning **Outcome** By the end of the lesson, pupils will be able to add and subtract fractions, including word problems.		

Lesson Title: Multiplication and division of fractions	**Theme:** Numbers and Numeration	
Lesson Number: M1-L003	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to multiply and divide fractions, including word problems.		

Lesson Title: Addition and subtraction of decimals	**Theme:** Numbers and Numeration	
Lesson Number: M1-L004	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to add and subtract decimals, including word problems.		

Lesson Title: Multiplication and division of decimals	**Theme:** Numbers and Numeration	
Lesson Number: M1-L005	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to multiply and divide decimals, including word problems.		

Lesson Title: Conversion of fractions, percentages, and decimals	**Theme:** Numbers and Numeration	
Lesson Number: M1-L006	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to convert between fractions, percentages, and decimals.		

Lesson Title: Finding the percentage of a quantity	**Theme:** Numbers and Numeration	
Lesson Number: M1-L007	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to find the percentage of a quantity (including word problems).		

Lesson Title: Express one quantity as a percentage of another	**Theme:** Numbers and Numeration	
Lesson Number: M1-L008	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to express one quantity as a percentage of another (including word problems).		

Lesson Title: Percentage change	**Theme:** Numbers and Numeration	
Lesson Number: M1-L009	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to calculate percentage increase and decrease (including word problems).		

Lesson Title: Real world use of fractions	**Theme:** Numbers and Numeration	
Lesson Number: M1-L010	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to solve real-life problems using fractions.		

Lesson Title: Real world use of decimals	**Theme:** Numbers and Numeration	
Lesson Number: M1-L011	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to: solve real-life problems using decimals.		

Lesson Title: Approximation of whole numbers	**Theme:** Numbers and Numeration	
Lesson Number: M1-L012	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to round numbers up to tens, hundreds, thousands, millions, billions and trillions.		

Lesson Title: Approximation in everyday life	**Theme:** Numbers and Numeration	
Lesson Number: M1-L013	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to round numbers in everyday life.		

Lesson Title: Conversion from any other base to base ten	**Theme:** Number and Numeration	
Lesson Number: M1-L014	**Class:** SSS1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to convert from any other base to base 10.		

Lesson Title: Conversion from base 10 to any other bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L015	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to convert numbers from base 10 to any other base.		

Lesson Title: Practice conversion between bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L016	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to convert from one base to another base.		

Lesson Title: Addition and subtraction of number bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L017	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to perform addition and subtraction operations on number bases involving number bases other than base 10 including, binary numbers.		

Lesson Title: Multiplication of number bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L018	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to perform the multiplication of numbers involving number bases other than base 10, including binary numbers.		

Lesson Title: Division of number bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L019	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to perform the division of numbers involving number bases other than base 10, including binary numbers.		

Lesson Title: Basic equations involving number bases	**Theme:** Numbers and Numeration	
Lesson Number: M1-L020	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to solve basic equations involving number bases.		

Lesson Title: Introduction to modular arithmetic	**Theme:** Numbers and Numeration	
Lesson Number: M1-L021	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to describe and interpret cyclical events. .		

Lesson Title: Simplest form of a given modulo	**Theme:** Numbers and Numeration	
Lesson Number: M1-L022	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to reduce numbers to their simplest form with a given modulo.		

Lesson Title: Operations in various moduli	**Theme:** Numbers and Numeration	
Lesson Number: M1-L023	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to add, subtract and multiply numbers in various moduli. .		

Lesson Title: Modular arithmetic in real-life situations	**Theme:** Numbers and Numeration	
Lesson Number: M1-L024	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to apply modular arithmetic to real-life situations.		

Lesson Title: Rational and irrational numbers	**Theme:** Numbers and Numeration	
Lesson Number: M1-L025	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Define rational and irrational numbers. 2. Classify numbers as rational or irrational.		

Lesson Title: Real numbers on a	**Theme:** Numbers and Numeration

number line		
Lesson Number: M1-L026	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to locate integers, fractions, and decimals on the number line. .		

Lesson Title: Comparing and ordering rational numbers	**Theme:** Numbers and Numeration	
Lesson Number: M1-L027	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to compare and order rational numbers.		

Lesson Title: Approximating of decimals	**Theme:** Numbers and Numeration	
Lesson Number: M1-L028	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to round decimals to a given number of decimal places.		

Lesson Title: Recurring decimals as common fractions	**Theme:** Numbers and Numeration	
Lesson Number: M1-L029	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to convert recurring decimals into common fractions.		

Lesson Title: Operations on real numbers	**Theme:** Numbers and Numeration	
Lesson Number: M1-L030	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to perform operations on real numbers.		

Lesson Title: Order of operations (BODMAS)	**Theme:** Numbers and Numeration	
Lesson Number: M1-L031	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to apply the order of operations (BODMAS) to solve mathematical problems.		

Lesson Title: Index notation	**Theme:** Numbers and Numeration	
Lesson Number: M1-L032	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Identify the index and base in index notation. 2. Identify that the index indicates the number of times the base is multiplied by itself.		

Lesson Title: First and second laws of indices	**Theme:** Numbers and Numeration	
Lesson Number: M1-L033	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Identify the first law of indices ($a^m \times a^n = a^{m+n}$) and multiply two or more indices. 2. Identify the second law of indices ($a^m \div a^n = a^{m-n}$) and divide two or more indices.		

Lesson Title: Third and fourth laws of indices	**Theme:** Numbers and Numeration	
Lesson Number: M1-L034	**Class:** SSS 2	**Time:** 40 minutes
Learning Outcomes By the end of the lesson, pupils will be able to: 1. Identify and apply the third law of indices ($a^0 = 1$)expressions that contain indices. 2. Identify and apply the fourth law of indices $[(a^x)^y = a^{xy}]$.		

Lesson Title: Simplifying indices	**Theme:** Numbers and Numeration	
Lesson Number: M1-L035	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to apply multiple laws of indices to simplify expressions that contain indices.		

Lesson Title: Fractional indices – Part 1	**Theme:** Numbers and Numeration	
Lesson Number: M1-L036	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to simplify expressions that contain fractional indices.		

Lesson Title: Fractional indices – Part 2	**Theme:** Numbers and Numeration	
Lesson Number: M1-L037	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to simplify more complicated expressions that contain fractional indices.		

Lesson Title: Simple equations using indices – Part 1	**Theme:** Numbers and Numeration	
Lesson Number: M1-L038	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to solve simple equations that involve indices.		

Lesson Title: Simple equations using indices – Part II	**Theme:** Numbers and Numeration	
Lesson Number: M1-L039	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to solve simple equations that involve indices.		

Lesson Title: Introduction to standard form	**Theme:** Numbers and Numeration	
Lesson Number: M1-L040	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to express and interpret numbers in standard form.		

Lesson Title: Standard form addition and subtraction	**Theme:** Numbers and Numeration	
Lesson Number: M1-L041	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to add and subtract numbers in standard form. .		

Lesson Title: Standard form multiplication and division	**Theme:** Numbers and Numeration	
Lesson Number: M1-L042	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to multiply and divide numbers in standard form.		

Lesson Title: Practice application of standard form	**Theme:** Numbers and Numeration	
Lesson Number: M1-L043	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to apply operations on numbers in standard form to real-life problems.		

Lesson Title: Relationships between logarithms and indices	**Theme:** Numbers and Numeration	
Lesson Number: M1-L044	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to identify the relationship between logarithms and indices (e.g. $y = 10^k$ implies $\log_{10} y = k$).		

Lesson Title: Solving logarithms using indices	**Theme:** Numbers and Numeration	
Lesson Number: M1-L045	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to solve logarithms using the relationship to indices. .		

Lesson Title: Logarithms – Numbers greater than 1	**Theme:** Numbers and Numeration	
Lesson Number: M1-L046	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to find the logarithms of numbers greater than 1 using logarithm tables.		

Lesson Title: Antilogarithms - Numbers greater than 0	**Theme:** Numbers and Numeration	
Lesson Number: M1-L047	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to find the antilogarithms of numbers greater than 0 using antilogarithm tables.).		

Lesson Title: Multiplication and Division of Logarithms – Numbers greater than 1	**Theme:** Numbers and Numeration	
Lesson Number: M1-L048	**Class:** SSS 1	**Time:** 40 minutes
Learning Outcome By the end of the lesson, pupils will be able to multiply and divide numbers greater than 1 using logarithms. .		

How are we going to achieve it?   **90 minutes**

Session objectives

By the end of the session, participants will be able to:

- describe some new approaches to improve schools in SL;
- explain the school improvement system in SL;
- identify the role of the SSO team in the school improvement system in SL.

Materials

Chart 3.1	Session objectives	Introduction
Chart 3.2	The vision of active learning in SL (cut up in pairs)	Activity 1
Chart 3.3	People in the School Improvement system, each on an A4 sheet, and lots of string	Activity 2
Handout 3.1	The vision of active learning in SL	Activity 1
Handout 3.2	SL's School Improvement System	Activity 2

Session outline

Session introduction		5 minutes
Activity 1	How schools have been improved	30 minutes
Activity 2	SL's School Improvement System	30 minutes
Activity 3	The SSO's place in School Improvement	20 minutes
Session review		5 minutes

Session introduction   10 minutes

- Welcome participants back from the break and thank them for returning on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- Show them Chart 3.1 – the session objectives.
- Go through each of the objectives.

Activity 1: How schools have been improved   30 minutes

- Remind participants that the previous session ended by looking at some results from the SGLA which did not make happy reading. This is what we are trying to address and change through the SSO Team.
- Over the last year SSOs have been implementing this new and different approach. There are some key things that are different in our approach from what people are used to in Sierra Leone. The next activity looks at how our approach is different to the old, unsuccessful approaches.
- Explain that each group will now be given a set of cards to sort out. These cards are in pairs. In each pair, one describes the behaviours of school actors in the past and the other describes the way we work through Le wi Learn.
- Groups need to read through the cards and organise them into two columns: one showing the old situations, and the other showing what we are aiming for now.
- Give Chart 3.2 – an envelope containing cut up descriptions of the two sets of behaviours – to each group and give them 10 minutes to read and sort them.
- As they work through them, move around the groups listening to and supporting their discussions.
- After most groups have finished, bring them back together. Go through each pair of cards, agreeing which is the past behaviour set and which is the way of working through Leh wi Learn. Each time, ask why they think the new set would be more effective in improving the way students learn in SL's schools.
- Give Handout 3.1 to participants and read, describe and discuss the teacher training approach that supports these changes.
- Ask participants to discuss in pairs their experiences with this approach over the last year. Did they face challenges at any time? Did people expect them to do things the old way?
- Remind participants that change is often met with resistance. This can make it hard and sometimes we want to give up. But we have already made

great progress as a team and next year we will continue together to try new things and approaches.

Activity 2   SL's school improvement system   30 minutes

- Tell participants that they have looked at the kind of activities that improve teaching and learning in Secondary Schools, and they are now going to look at the system that supports those activities.
- Ask what school improvement focuses on, and remind them that it is focused around students' learning and achievement: everything starts from the students.
- Show them the sign 'Student' and give it to a participant. Ask who helps the student to achieve and agree that it is the teacher. Give the teacher sign to another participant, and join the 'student' and 'teacher' with some string.
- If participants suggest 'Parents' or Board of Governors – BOG, agree with them that these groups do support students, but explain that for now we are focusing on people directly involved with students' learning in classrooms.
- Repeat with the principal, and then with participants further away from these three repeat with the supervisor, DSO, and DD signs (participants may not be aware of all these levels of bureaucracy, so briefly explain the roles to them if needed). Add an additional string connecting the 'Supervisor' with the 'Teacher' and explain that Supervisors 'work' directly with both Principals and Teachers.
- Point out to them which of these groups is based at the school, and which are at District level. Make sure participants can see that the strings linking Principals and Teachers, and Teachers with Students are relatively straightforward: they see one another every day. Tell them that the strings linking 'Supervisors' with the school are less robust and make sure they understand why this is the case: that the Supervisors are not in schools every day due to insufficient number and may need support and encouragement to build and develop this connection. (Here, point out the insufficient number of supervisors in relation to the number of schools and the impact on support to schools).
- Explain who DSOs are again (District Support Officers – 1 per district; are helping to strengthen the DEO)
- Explain that the DSO connects directly with three other different types of officers and ask participants to suggest who these might be: elicit the DD, other District management staff (i.e. other DSOs) and Leh Wi Learn leaders and MBSSE leaders in Freetown. The participant given the Leh Wi Learn / MBSSE sign should be sitting further away again, so you now have three 'groups' of signs: at the school, District, and MBSSE level.
- Go through the remaining signs, building up the network through to the President.

- Tell participants that there are lots of other people interested in school improvement and in student learning in the country, and they can probably think of even more than you can; this is just the basic structure.
- Explain that the individual 'signs' are important, because these are the people who can take actions to make things happen and change. Some challenges in schools can be dealt MBSSE, or the President to take action.
- Tell them that, despite the power that individual 'signs' have, all of them – including the President – are absolutely powerless on their own to do anything to affect the student. It is not the signs, but the string, that is important in effecting school improvement in the country.
- Tell participants that they will look in more detail at parts of this system and have opportunities to discuss how it works, but you want them to remember what you mean by 'the school improvement system', and you also want them to remember that the system is the most important thing: if connections and communication between the officers at different levels take place effectively, then schools will improve. If the string breaks, then students are left to fail.
- Thank the people who have held signs and string for so long and ask your co-facilitator to collect them in.
- Distribute Handout 3.2 – the School Improvement System. Explain that this tries to show the same as the signs and pieces of string and briefly read through the system.
- Ask a participant to tell you why the 'Student' is in the middle of the page, and agree that students are at the centre of everything we do: they should always be our focus.

Activity 3   The SSO's place in school improvement   20 minutes

- Tell participants that you agreed not to include all of the people and groups who are interested in schools because it would get too complicated – but you have missed out one group that's absolutely critical to school improvement. Ask if anyone knows who that is and take suggestions.
- Agree that you haven't mentioned the SSO team – the group that exists to improve schools in the country.
- Ask participants to look at their handouts in their groups and discuss who they think the SSOs, work most closely with. Give them 5 minutes to share ideas. Ensure old and new SSOs share ideas and experiences.
- Bring them back together and take feedback. Remind them that they are like the supervisors. They will be working closely with several groups here: directly with teachers, directly (but to lesser extent) with principals and school HoDs, sometimes the students, and regularly with other SSOs and their DSOs.
- Explain that the SSO team will work with different groups at different times. Tell participants that, last year they worked directly with the JSS

English and Maths teachers. Over the next academic year they will work with JSS and SSS English and Maths teachers as well. They will also spend an increasing amount of energy working with the principals, HoDs and senior teachers. Tell them that this is the purpose and advantage of an SSO: they are a professional team who can be sent anywhere, to work with anyone within this system in order to improve schools.

- Ask someone to remind you what you said was the most important part of this system and agree that it's the links between different officers. Tell them that most people here are fairly static, and that the importance of hierarchy in SL makes it difficult for them to interact. The opportunity and challenge for the SSO is that they are responsible for enabling and supporting all of these connections, and for moving around lots of different places in this chart. They should be as comfortable working towards school improvement with a student in rural Bo district as well as working towards school improvement during a meeting with the President in State House.

Session review   10 minutes

- Show participants Chart 3.1 again and go through the session objectives that have been covered.

Chart 3.1   Session objectives

Chart 3.2   The vision of active learning in SL

Central activities where participants travel to Freetown	**Training delivered in conditions similar to classrooms and local to teachers**
No needs assessment. Interventions are planned without evidence	**Focused on meeting needs identified by baseline surveys**
Short intervention of 6 months	**Long term engagement over a period of several years**

Interventions are provided as a one off with no support to continue day-to-day	**Ongoing support is provided regularly through SSOs**
One-off training with teachers away from school	**Regular school-based interaction with teachers**
Numbers are tracked but no measurement of impact or outcomes	**Impact and outcomes are measured to understand improvements in learning**
Interventions meet the short term need but don't help teachers to continue on their own after the intervention	**Interventions seek to enable sustainable, long term improvement of schools**

Chart 3.3　　People in the school improvement system, each on an A4 sheet, and lots of string

Student

Teacher

Principal

School Management

School Support Officer

District Support Officer

Deputy Director

Leh Wi Learn Leader *(FYI to trainer: manages DSOs and collects district reports)*

MBSSE Management

Minister

President

Handout 3.1   **Vision of active learning – Training model**

Groupings	**Smaller groups, maximum 30**
Training venues	**Training delivered in conditions similar to classrooms and local to teachers**
Targets	**Focused on meeting needs identified by baseline surveys**
Duration and regularity	**Long term engagement built into school terms over the course of two years**
Support or follow up	**Follow up is delivered in schools to ensure application of training**
Facilitator	**Facilitator teams based in Districts and conduct regular school-based training**
Monitoring	**Impact rather than delivery of workshops is monitored**
Sustainability	**Training seeks to enable sustainable, long term improvement of schools**

Handout 3.2   SL's School Improvement System
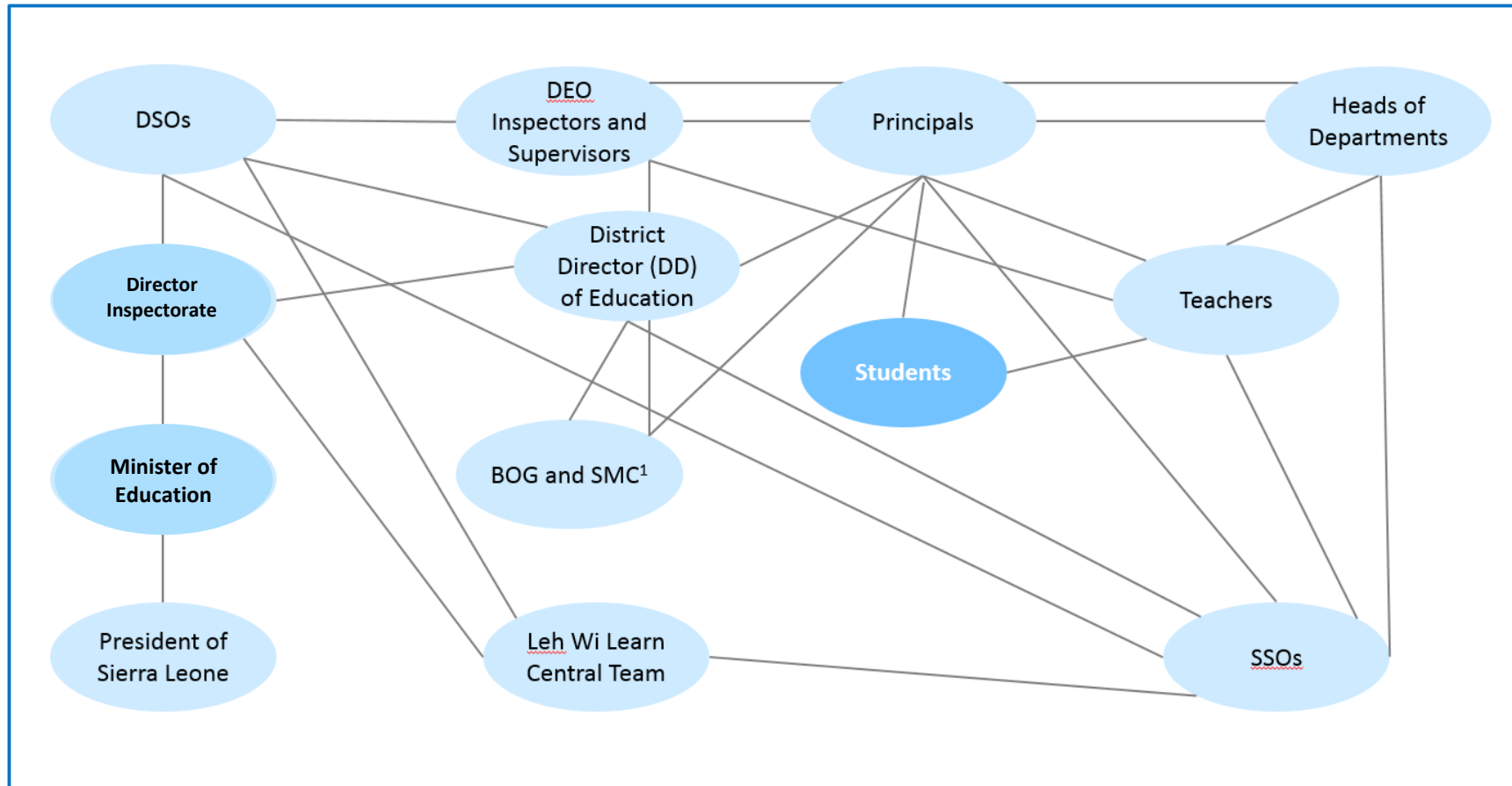
1 Board of Governors and School Management Committee

What does effective learning look like?   **120 minutes**

Session objectives

By the end of the session, participants will be able to:

- identify conditions necessary for learning;
- describe some ways in which different children learn;
- identify evidence of learning taking place.

Materials

Chart 4.1	Session objectives	Introduction
Chart 4.2	"Children learn best when…"	Activity 1
Handout 4.1	"Children learn best when…" Envelopes with ways of learning cut up	Activity 1
Handout 4.2	Case study	Activity 3

Session outline

Session introduction		5 minutes
Activity 1	Conditions for effective learning	25 minutes
Activity 2	How children learn	30 minutes
Activity 3	Evidence of learning	25 minutes
Session review		5 minutes

Session introduction   **5 minutes**

- Welcome participants back from the break and thank them for returning on time.
- Show Chart 4.1 and go through the objectives together.

Activity 1   Conditions for learning   **25 minutes**

- Tell participants to think about a good lesson they observed last year.

- Ask them to write down the things that created this successful lesson. Ask them to share their list with a partner. Did they have similar things on their lists?

- Take feedback from pairs on effective conditions for learning: responses could include *cordial relationship (greetings, smiling, praising); sharing the learning outcomes; use of LPMs; students in groups; open-ended questions; instructional materials; prompting the quiet or struggling ones; checking for learning almost throughout.*

- Now ask participants to think about the needs of different groups in the classroom. Girls, boys, orphans, children with disabilities. Do they all need the same conditions? Is there anything extra that some children need? Participants should be careful not to be drawn into issues they have no control over. Only think about the things that can be done in school.

- Give participants another 15 minutes to discuss and agree in their groups a list of evidence that could encourage effective learning for children with disabilities and for girls and write them up on a chart paper.

- Ask participants to market place their charts and give all 5 minutes to walk around the room to read other groups responses taking note of new learning -

- Have a plenary session through Q and A for further clarifications by groups ensuring quiet group members are encouraged to respond. Do not lecture them on what good learning looks like because the next activity will focus more on specific details. If there are controversial issues raised, park them until the next activity. If it is not resolved by the end of the activity, then respond to them with focus on learning and what we have control over.

Activity 2   How children learn   **30 minutes**

- Give each group Handout 4.1 – an envelope with the different ways in which children might learn. Ask the participants to discuss in their group which ones they think describe ways in which children will learn best and sort them into

two groups: the best ways children learn; and less effective ways of children learning.

- Ask the members of the groups if they agree with each other within the group, and then go through the A4s, selecting and displaying the ones which are **best.**

- Most of the statements clearly go into 1 of 2 sets – 1 set is the best ways in which children learn, and the other set is linked to more teacher centred teaching. "The teacher uses materials" and "children work individually when not listening to the teacher" are not teacher centred, but are also not part of the **best** ways in which children learn.

- Allow participants to correlate what they have as best ways in which children learn to the charts they produced in Activity 1. There must be some resemblance.

- Remind participants that you said earlier that students are at the centre of the school improvement process. This means that everyone's job is to give them these opportunities of learning in the most effective ways. This is what it means to have 'child centred learning' and a 'child centred education system'.

- Explain to participants that we have two tools to help teachers develop these approaches – the Lesson Plan Manuals and Pupil Handbooks. The SSO works with teachers and these materials to help ensure teaching is learner centred.

- Tell participants that being safe in school is also important for children to learn. Explain that this year SSOs will be expected to pay even more attention to children's wellbeing and safety this coming year and supporting all children (especially including girls and children with disabilities) to be included in learning.

Activity 3   Evidence of learning   25 minutes

- Ask SSOs to discuss together the following question: "How do you know if students are meeting the Learning Outcomes in a lesson?"
- Tell them that there are different ways of finding out how well children are progressing towards the benchmarks. The numbers they looked at on day 1 came from doing tests on children to find out how well they were doing against the benchmarks – and this is one way of gathering evidence.
- Tell them that tests are not always the best way of working out how someone's doing, and ask why not. Make sure they understand that tests disrupt normal teaching, taking children away from their lessons. Tests can also be upsetting for children (whether or not they are confident with the material), and some children do better or worse in tests than their actual learning level.

- Ask how else we can find out if children are working towards the benchmarks for their class or not and take some suggestions. Agree that *they can watch children learning and participating in lessons. They can also look through their exercise books and see what records of their learning exist. They can also look at the teacher's mark book, or talk to the teacher.*
- Explain that they will briefly practise gathering information about children's different levels of achievement.
- Give each group Handout 4.2.
- Ask each group to look at the case study and discuss answers to the questions in their groups.
- Take feedback from the groups answering some of the questions in the Handout. Explain that there is no right or wrong answer but we should be encouraging all students to learn, especially those who are sometimes forgotten.

Session review   **5 minutes**

- Show participants Chart 4.1 again and go through the session objectives that have been covered.
- Remind participants what time they should return from the break and thank them for their hard work during this session.

Chart 4.1   Session objectives

Chart 4.2 / Handout 4.1 "Children learn BEST when….."

Statements for Activity 2: one set cut up per group, also on A4s.

1 Doing activities themselves	2 Listening to the teacher explain
3 Using a variety of materials	4 Chanting after the teacher
6 Working with, and helping others	5 Working individually after listening to the teachers presentation
7 Building new learning on what is already known	9 Using only textbooks and the blackboard
8 Focusing on understanding and use of skills	10 Focusing on memorising facts
11 Working at their individual levels of ability	12 Everyone working at the same level of ability
14 Using what is learned practically	13 The teacher uses materials
15 Having time to practice new skills	16 Doing the same activity for a long time

Handout 4.2   Case Study

SSS 1 Maths class is taking place. The teacher writes a question on the board and asks pupils to raise their hands if they know the answer. A boy at the front raises his hand. The teacher knows he will be correct because he is usually the pupil with the right answer. She asks him the answer and he is correct. She moves on to the next example. This time she asks a pupil to come to the front. Lots of pupils raise their hands, she chooses a girl from the front row. The girl is correct. The teacher gives her positive praise. The teacher now asks pupils to complete the written exercise. A pupil at the back is struggling to see what is written on the board, so hasn't written any answers. The teacher see's but thinks the child is being disobedient and flogs the student. Meanwhile a couple of pupils at the front finish. They tell the teacher and so she draws the lesson to a close. The SSO notices that many of the students have only completed one question in their books and many of them have misunderstood and got the wrong answer.

- Which groups of students participated more or less in the lesson?
- How were girls helped to be fully included?
- Were pupils with disabilities helped to be fully included?
- Point out any individual students who were not well included in the lesson and did the teacher notice this?
- Suggest ways the teacher can make special efforts to include all pupils in lessons.
- What advice would you give to the teacher in this lesson?

Effective school support   **120 minutes**

Session objectives
By the end of the session, participants will be able to:

- describe features of an effective school;
- describe some of the National Professional Standards for Teachers;

Materials

Chart 5.1	Session objectives	Introduction
Chart 5.2	How schools work	Activity 1
Handout 5.1	Professional Standards for Teachers	Activity 3

Session outline

Session introduction		15 minutes
Activity 1	How do schools work?	30 minutes
Activity 2	What makes a school effective?	30 minutes
Activity 3	Professional Standards for Teachers	40 minutes
Session review		5 minutes

Session introduction   **15 minutes**

- Welcome participants to the second day of this workshop and ask one of them to open in prayer.
- Ask a participant to remind you of the timings for today's sessions.
- Show participants the ground rules chart from yesterday, with the rules covered up.
- Ask if anyone can remember the rules they identified and agreed, and go through them. If any were challenging yesterday, remind them of that and ask them to make a special effort to focus on them today.
- Ask what part of the school improvement system they looked at yesterday and agree that it was how students learn, and how their learning could be identified.
- Ask which stage of the system they should move on to now, and agree that they'll look at teaching.
- Show Chart 5.1 and go through the session objectives.

Activity 1:   **How do schools work?**   **30 minutes**

- Remind participants that one of the differences they mentioned yesterday is that the LWL is based on needs identified in schools. This means that interventions should be making a direct difference to what is happening in schools, rather than costing a lot of money and achieving nothing. It also means that interventions will change based on the needs identified at different times.
- Explain that there are different ways of working out what is happening in schools.
- Show Chart 5.2 – How schools work – with the four boxes covered up. Ask 'what are schools aiming to achieve?' and briefly discuss. Agree that schools are aiming to educate students, and uncover the box on the far right. Explain that this is supposed to be the impact of the education system, and make sure they can connect this with what they looked at in the previous session.
- Ask what is supposed to happen inside schools in order to produce that impact. Again, briefly discuss and then uncover the larger central box. Read through each of the four areas in turn and agree that these four things should take place in schools: if they do, then they should produce the final impact on student performance.

- Explain that schools don't work in a vacuum: they have different <u>inputs</u> going into them that enable them to take actions in those four areas, in order to have the final impact. Tell participants that there are two major different types of input and uncover the first box saying 'students'. Ask why this is an input. Briefly discuss and agree that students come into the school, bringing with them whatever experiences, abilities, and characteristics they have been given by their lives before coming to school. Point out that students are at the start and end of the education system.

- Ask what other inputs a school has. Briefly discuss, and uncover the second input box. Clarify that inputs can come from the community, the District, or the MBSSE and take some suggestions on what these could be. Make sure participants can connect this way of looking at schools with Handout 3.3 – the School improvement system – that they looked at earlier.

- Explain that you will ask some questions to check understanding, and you expect them to answer together, as a 'chorus'.

- Ask 'which one of these boxes are we most interested in changing?' Hopefully, they will say or point to the impact box showing the final success of the students who go through schools. Explain that this is the point of everything we do.

- Ask 'which of these do we work most directly on changing?' This time, they should be saying or pointing to the 'inside schools' box.

- Ask someone to explain to you why we focus on changing what schools do, when what we really care about is the impact they have. Agree that changing the way schools work will change the impact they have; and changing the inputs schools receive will change the way they work. Tell them that this is called the LWL's 'Theory of Change': it is our theory, our belief, that if we change the inputs schools receive, then we can change the way teachers and principals work, and then we will improve the impact that schools have on children.

- Tell them that we are talking about changing inputs going into a school and ask if this means that we should change the students going into a school – only accepting the able ones, or boys. Agree that this is not the purpose of the public-school system – we should have schools that welcome all students. It is the inputs from community, District, and MBSSE that we should be changing.

Activity 2:   What makes a school effective?   30 minutes

- Ask why a school improvement programme can't work directly with children, and agree that it's because that doesn't improve anything for the future children coming through the schools. So, our Theory of Change focuses on improving the school system looked at during session 3, because this will result in improved learning for children.
- Look together at the middle bit 'The School' in Chart 5.2
- Read each of the four points listed (Good teaching, Leadership, Planning. Meeting students' needs). Ask groups to discuss what each one means and how it impacts on what children learn. Give them time to discuss.
- Ask each group in turn to tell you how one point helps children to learn.
- Explain that during the last academic year they focused on 'Good teaching'. This year we are also looking at good teaching and will pay more attention to the other areas: Leadership, Planning and Meeting students' needs.
- Remind participants that meeting students' needs doesn't mean meeting the needs of the most able students only. It means meeting the needs of all pupils especially girls and children with disabilities. This can mean changing what we do and paying special attention to students' wellbeing and safety.

Activity 3:   Professional Standards for teachers   40 minutes

- Ask participants to raise their hands if they have heard about the Professional Standards for Teachers introduced by Teaching Service Commission (TSC).
- Explain to participants that new Professional Standards for Teachers have been introduced to ensure all teachers in Sierra Leone are benchmarked against the same criteria and can show career progression.
- Explain that these are new and overtime the SSOs will need to become very familiar with them to help teachers make progress against the Standards.
- Tell participants that we will begin looking at some of them today and they will be sent the full set to review in their own time.
- Give each participant Handout 5.1. Ask them to tell you the three domains. (Professional knowledge, professionals practice and professional engagement.)
- State that all the three domains are essential but we would have to concern ourselves with what goes on in the classroom mainly since our focus is on regular or daily happenings around teaching and learning. All the other

standards in the document would be observed and assessed sometime in the school year.

- Ask participants to discuss in their pairs how each Standard could improve learning for students.
- Now ask participants to discuss in their pairs how LWL supports each of the Standards.
- Finally ask participants to discuss in their pairs how SSOs support teachers to achieve each of the Standards.
- Bring them back together and thank them for their hard work. Explain that you won't go through each Standard but you do want to hear their thoughts on a few of them.
- Choose some criteria to read out – no more than 5 in total. Each time ask how it could improve learning and how an SSO can support it. Try to have a reasonably detailed discussion about each one.
- Invite on participant to stand up and describe what makes an effective teacher. Allow comments and additions to what they have said, and make sure that participants are linking the behaviour described in the Standards to being an effective teacher.

Session review   **5 minutes**

- Show participants Chart 5.1 again and go through the session objectives that have been covered.
- Remind participants what time they should return from the break and thank them for their hard work during this session.

Materials

Chart 5.1   Session objectives

Handout 5.1   Professional Standards for Teachers

Professional knowledge domain
- Standard 3: Know subject content
- Standard 4: Know how to teach the subject
- Standard 5: Know physical, socio-cultural and psychological characteristics of learners
- Standard 6: Know how to assess learners
- Standard 7: Know fundamentals of education governance and channels of communication

Professional practice domain
- Standard 8: Plan learning activities and programmes
- Standard 9: Deliver lessons
- Standard 10: Assess learning
- Standard 12: Safeguard human rights and lives

Professional engagement domain
- Standard 13: Engage professionally with statutory and administrative authorities
- Standard 14: Engage professionally with learners
- Standard 15: Engage professionally with colleagues
- Standard 16: Engage professionally with parents and guardians
- Standard 19: Engage professionally with own development and academic leadership

Chart 5.2   How schools work (Each box covered up)

Students

Supporting inputs from:

Community

District

MEST

The school

Good teaching

Leadership

Planning

Meeting students' needs

Impact:

"Successful" literate and numerate students
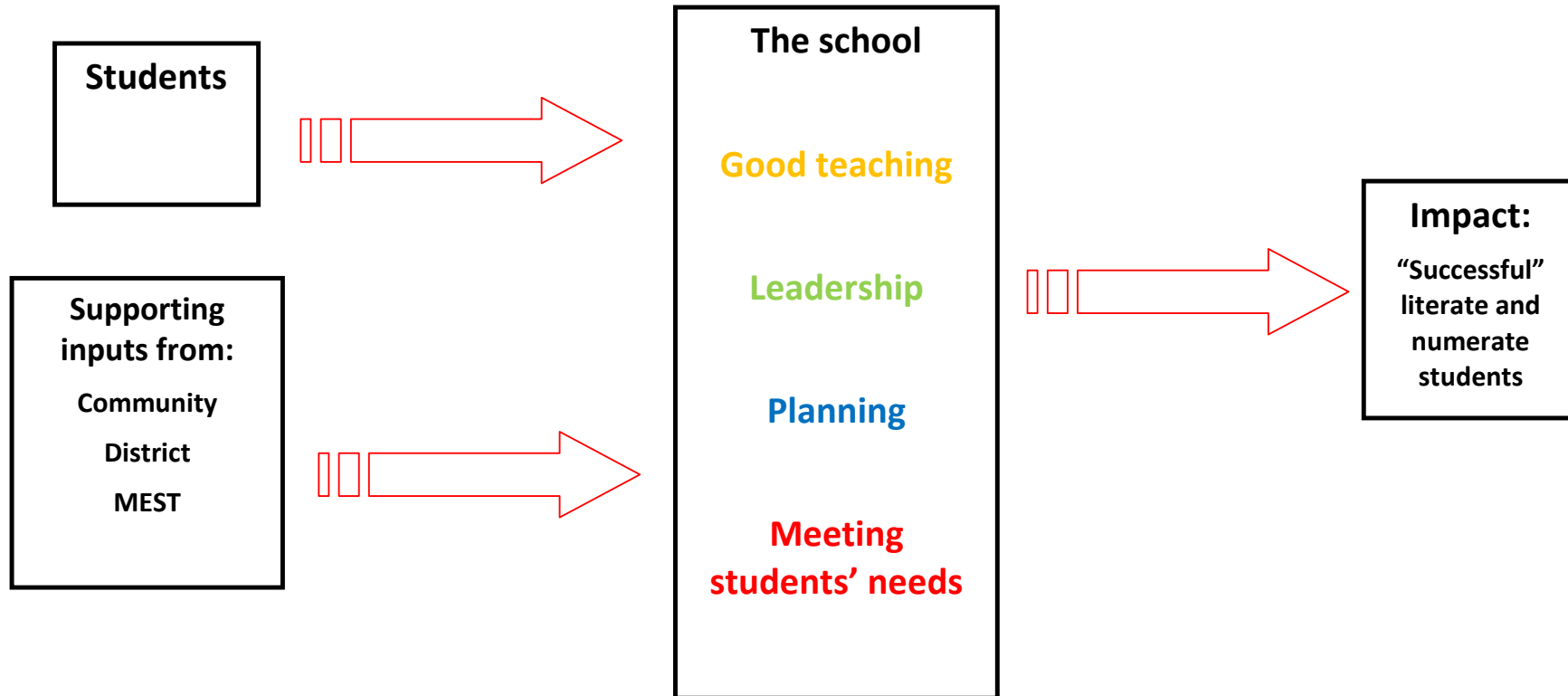
Effective school support   **90 minutes**

Session objectives
By the end of the session, participants will be able to:

- identify the role and responsibilities of an SSO;
- describe the reporting process from school to MBSSE level;
- identify some of the SSO's key relationships.

Materials

Chart 6.1	Session objectives	Introduction
Chart 6.2	An SSO's role	Activity 1
Chart 6.3	People and reports	Activity 2
Chart 6.4	SSO's relationships	Activity 3
Chart 5.2	How schools work	Activity 1

Session outline

Session introduction		5 minutes
Activity 1	The role of SSOs	20 minutes
Activity 2	Sharing key information	35 minutes
Activity 3	SSO's relationships	25 minutes
Session review		5 minutes

Session introduction   **5 minutes**

- Welcome participants back from the break and thank them for returning on time.
- Ask what part of the school improvement system they looked at in the previous session and agree that it was how schools work, focusing on the roles of teachers in enabling student learning.
- Ask if they are going to be working directly with teachers and agree that they will: most of their time will be spent observing and providing feedback to teachers directly. Ask them why. (Right now there are not enough people at the district level to coach teachers and there is not yet capability within the schools to coach teachers. Last year SSOs provided effective support to JSS Maths and English teachers and helped them to use the LPMs. This year they will continue that support and extend to SSS as well as using Pupil Handbooks. In the future they will support Heads of Department and Principals).
- Explain that, they started by looking at students, moved onto school staff, and now they'll look at district support staff with whom SSOs work directly with.
- Show Chart 6.1 – the session objectives – and talk through them.

Activity 1: The role of SSOs   **20 minutes**

1. Show participants Chart 5.2 – How schools work – from the previous session. Ask where SSOs are on this chart and agree that they are one of the 'inputs' going into schools.
2. Remind participants that the purpose of these inputs is to try to enable schools to achieve those four standards – competent teaching, effective leadership, good planning, and meeting the needs of all students.
3. Ask why the SSOs will focus on improving these inputs, rather than teaching students directly. Ask pairs to share their thoughts and then take feedback. Remember to ask both new and old SSOs.
4. Agree that there is no point in the SSO teaching students, because that won't improve anything for next generation of children (it will only help the pupils in schools today). So the SSOs are focused on supporting teachers so that they are better able to drive student learning.
5. This means that, while students are the ultimate goal of the SSO's work, the teachers are the group they will be working with most directly. As they

progress, SSOs may begin to work with HoD, Principals and other Senior Teachers.

6. Show participants Chart 6.2. Explain that these three verbs are the key elements of an SSO's work. Ask pairs to briefly discuss the three actions. In each case, they should be trying to agree <u>who</u> the SSOs are working with and <u>what kind of ideas</u> they are concentrating on.

7. Give pairs 3-5 minutes to share ideas.

8. Ask for SSO's responses. You can make notes on the chart if you think it would be helpful, but the most important thing is that everyone is clear about the focus of an SSO's role being on training and supporting teachers, and reporting to Districts – and that all of the time they're thinking about supporting the needs of all children in school.

9. Try to summarise the discussion about the role of SSOs by identifying SSOs as the key connection between schools and their Districts – carrying information and ideas in both directions, and supporting both to develop in order to ensure that the children in schools are able to learn what they need to. This means they are the 'input' closest to what happens inside schools, which is why we have focused so strongly on them: they can make the most immediate and direct change in how schools function, which means they can make the most impact on how well children learn.

Activity 2: Sharing key information   **35 minutes**

- Ask participants to look again at Handout 3.2 showing the participants in the school improvement system.

- Ask them to find SSOs on this chart. Explain that, just like SSOs, all of these people are involved in improving schools, but that does not mean that all of them are always visiting schools and training teachers. There is only one Director of Inspectorate in SL, he cannot go around all of schools individually.

- Tell them that this creates a problem: if MBSSE is trying to improve schools, but doesn't know how schools are doing and what they need, then they might send the wrong things: build unnecessary structures, or send unnecessary textbooks or teachers to schools. Some schools might get forgotten about altogether. The training and support offered by SSOs is only one input: it's the one we think is most important, but it can easily be undermined by ineffective Ministry support.

- Explain that there is a way of solving this problem by using the SSOs, and we can do that through the reporting system.
- Take participants to a space which is large enough for them all to stand in a circle. This could be outside, or in another part of the building.
- Give out some of the signs from Session 3:
    a. School
    b. SSO
    c. DSO
    d. DD
    e. Director Inspectorate (MBSSE)
    f. Leh Wi Learn
    g. Minister
    h. President
- Agree that all of these people need to know what's going on in SL's schools and have an interest in knowing about the way they're improving.
- Give 'School' a piece of string and give the other end to 'President'. Explain that the President has oversight of everything that happens in the Country and needs to know about improvements and changes in schools. However, there are too many schools in the Country for the President to know about all of them.
- Take the string away from 'President' and ask who is in direct contact with Schools. Agree that it's the SSO, and give 'SSO' the end of the string.
- Ask who SSOs report to and agree that it is 'DSO'. Give 'SSO' another piece of string and ask 'DSO' to hold the other end of it.
- Continue this process, until they are all joined in a chain from 'School' to 'President'.
- Explain that this shows us the reporting process. Because everyone needs to know what's happening in schools, reports have to travel along this string.
- Give out the reporting signs:
    a. Lesson Observation Form
    b. Weekly Tracker
    c. District Report
    d. Monthly Data Dashboard
    e. Monthly Monitoring Report
- Ask participants to place the card on the string to show where the report comes from and who it goes to.
- Allow them to complete the task as a group and then review.

- The 'Lesson Observation Form' sign should link 'School' with 'SSO'. Explain that the SSOs Lesson Observation Forms report on what they've observed in classrooms and on progress towards the "Good Teaching" standard.
- The sign 'Weekly tracker' joins 'SSO' with 'DSO'. Explain that SSOs weekly tracker captures key data about their school visits.
- The sign 'District Report' joins DSO with DD. Explain the report highlights issues raised by SSOs that are needing action at District level.
- The sign 'Monthly Data Dashboard' joins 'DSO' with 'LWL'. Explain that the report highlights key trends and monitoring data.
- The sign 'Monthly Monitoring Report joins 'LWL' with 'MBSSE' 'DD' and 'DFID'. Explain that the report is discussed and action can be taken at a national level.
- Now that you have created the whole process, talk it through again – the process of reports being written, and then collated into a new report, which is passed on again. Emphasise that no new information is being added: the information all comes from the SSOs weekly tracker which started the process.
- Explain that this is called a 'bottom up' reporting process: it relies on the information from the base of the process, and everyone else just needs to summarise and share that information.
- Explain that a very active DD can make a big difference to their schools by sharing the information that is collected about them with all interested groups. Council of Principals, the BOG, Chiefdom leadership, PTA, Human Resources, Physical Planning/Infrastructure, Quality Assurance, and other Departments etc.
- Explain that information will eventually feed into MBSSE strategic plans.
- Tell participants that in the future more of this reporting will be digital through tablets and Tangerine software. They will learn more about that later this week. For now we will maintain paper reporting whilst we familiarise with digital reporting.

Activity 3:   SSO relationships   25 minutes

- Explain that participants are now going to make charts of their own, to try and identify all the different people that an SSO works with. If they think the relationship is very close or important, the group/person should be written close to 'SSO' in the centre of their pages.
- Give out chart paper, and tell groups that they have just 10 minutes to record as many different groups/people as they can.

- Move around groups, supporting their discussions and reminding them of how much time they have left.
- After 10 minutes, call the groups back together again and give them very brief feedback on what you've seen, identifying some of the groups that you've seen being recorded.
- Now ask participants to discuss in their groups again. This time they should look at each relationship and discuss what made it successful and what made it challenging. Were some relationships better than others? What did they learn last year that they will be doing differently this year?
- Bring the group together. Ask each group to tell you one thing they learned about relationships with others and something they will be doing differently this year when working with others.

Session review   **5 minutes**

- Show participants Chart 6.1 again and go through the session objectives that have been covered.
- Remind participants what time they should return tomorrow morning, and thank them for their hard work today.

Materials

Chart 6.1   Session objectives

Chart 6.2   An SSO's role is:

               ...training

               ...supporting

               ...reporting

Chart 6.3   People and reports

People: Write each person on a seperate piece of A4.

> a. School
> b. SSO
> c. DSO
> d. DD
> e. Director Inspectorate (MBSSE)
> f. Leh Wi Learn
> g. Minister
> h. President

Reports: Write each report on a separate piece of A4.

> a. Lesson Observation Form
> b. Weekly Tracker
> c. District Report
> d. Monthly Data Dashboard
> e. Monthly Monitoring Report

Chart 6.4   SSO's relationships
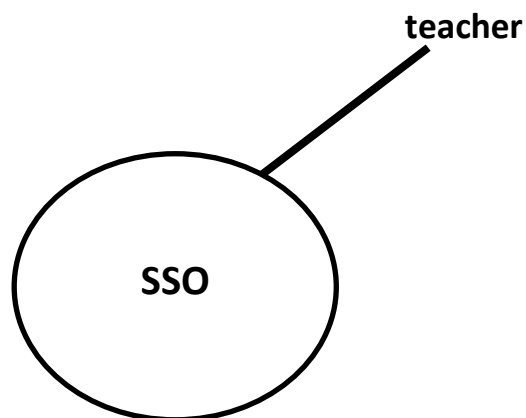
Lesson observation/feedback cycle   **90 minutes**

Session objectives

By the end of the session, SSOs will be able to:

- describe the overall lesson observation / feedback cycle
- explain the importance of frequent, regular, brief observations and feedback in improving pedagogy
- describe the "Do's" and "Don'ts" of lesson observations
- establish initial level of comfort with lesson observation template and tracker

Materials

Chart 7.1	Session objectives	Introduction
Chart 7.2	Lesson observation / feedback cycle	Activity 1
Chart 7.3	Core Ideas of observation / feedback cycle	Activity 1
Chart 7.4	Importance of regular, frequent obs. / feedback cycles	Activity 2
Handout 7.1	Lesson observation / feedback cycle	Activity 1
Handout 7.2	Reading from *Leverage Leadership* #1	Activity 1
Handout 7.3	Reading from *Leverage Leadership #2*	Activity 2
Handout 7.4	Typical SSO daily schedule	Activity 2
Handout 7.5	Dos and Don'ts of lesson observations	Activity 3
Handout 7.6	Observation form	Activity 4
Handout 7.7	Observation / Feedback Tracker	Activity 4

Session outline

Session introduction		5 minutes
Activity 1	Lesson observation / feedback cycle	30 minutes
Activity 2	Importance of regular, frequent cycles; typical SSO schedule	20 minutes
Activity 3	Do's and Don't's of lesson observations	15 minutes
Activity 4	Observation template and tracker	10 minutes
Session review		10 minutes

Session introduction   **5 minutes**

- Welcome participants thank them for arriving to training on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- Show them Chart 7.1 – the session objectives.
- Go through each of the objectives.
- Explain that during this session we will be looking at the lesson observation cycle. This is very familiar to some SSOs and completely new to new SSOs. For this session new and old SSOs should work together so that the more experienced SSOs can support new SSOs.

Activity 1:   Lesson observation / feedback cycle   **30 minutes**

- Ask the new SSOs: Put your hand up if you have carried out classroom observations and feedback conversations with teachers before. *Ask for a few volunteers to share the approach used with the group (e.g., scheduled visits, pre-meetings, 1-hour observations)*
- Ask a volunteer from last years' SSOs to briefly describe when they use feedback in their roles and why they use it.
- *Point to Chart 7.2 (and note that candidates also have this as Handout 7.1). You can ask an old SSO to help explain this.* The Lesson Observation / Feedback Cycle has 3 parts:
  - First, the SSO observes the teacher while the teacher is conducting a lesson. During this observation, the SSO looks for 3 things: 1) evidence that the teacher has made the change that both s/he and SSO agreed in the previous week; 2) at least 2 strengths in the teacher's performance today; 1 area of improvement
    - During the lesson observation, depending on the relationship that the SSO has built with the teacher, the SSO may co-teach with the teacher, model teach (i.e., demonstrate teaching for the teacher), or even intervene in the lesson if the teacher and the SSO have a good relationship and the teacher is fine with this
    - Note that the primary purpose of the observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning. Core Idea (point to Chart 7.3): Effective observation and feedback isn't about evaluation – it's about coaching.
  - The second step of the Observation / Feedback Cycle is to give feedback. This is best when it is face-to-face with the teacher and when using the 4-step feedback model, which you will learn tomorrow.
    - When we give feedback, we make sure the feedback has 3 characteristics: 1) It is <u>bite-sized</u>: it is a small piece of feedback. You're not going to tell the teacher to improve all of their Introduction to New

Material. That's too much for the teacher to do – it's overwhelming. Adults are better at improving a small thing at a time. We will never give teachers a long list of improvements to make. In our feedback, we will give one bite-sized area of improvement – something that the teacher can fix in one week when we return to the classroom. 2) The feedback should be <u>targeted</u> – i.e., it should be specific. We won't tell teachers to "improve your lesson delivery" – this is way too broad and not helpful. Instead, we'll be specific, for example, "Face the students when presenting new material or giving instructions" 3) The feedback we give must be observation – something that we can observe. When we return to the classroom next week, we should be able to observe the change.

- o The third step of the Observation / Feedback Cycle is Practice and Plan. In this step, after you've given the teacher the 1 area of improvement (also known as the key lever), you practice this area of improvement with the teacher. It's not helpful to tell the teacher what to improve and then to walk away. Instead, you'll practice the new skill or the new behaviour with the teacher and plan how it can be implemented into future lessons. For example, if the 1 area of improvement you give the teacher is to "Speak audibly" (because many of the students cannot hear him), you might stand in the back of the classroom and the teacher may start delivering tomorrow's lesson for you. You'd stop the teacher when he's speaking too softly and coach him to project his voice.
  - o Then the cycle begins again
  - o Note that throughout this entire cycle, the SSO is tracking progress – noting what was observed in the lesson, what feedback was given, what practice was done, and whether any evidence of change was observed in the following lesson observation. We will talk more about this tracking process later today when we look at some of the reports that the SSO will fill out.
- Give SSOs 5 minutes to read Handout 7.2 and discuss it with the more experienced SSOS. Give them time to ask questions and provide advice in small groups. If anyone is not talking encourage them to discuss their experiences – what was easy, what was hard, what will they do next year.
- Point to Chart 7.3 and review "Core ideas of Lesson Observation / Feedback Cycle" together. Ask participants if these things came up in their discussions too.

Activity 2: Importance of regular, frequent cycles; daily SSO schedule   20 minutes

- *Have SSOs read Handout 7.3 for 10* minutes silently
- What were the key points of this reading? *Choose a few volunteers to share out loud to the group.*

- Review key points on Chart 7.4 – Importance of regular, frequent observation / feedback cycles
    - <u>More frequent observations actually reduce teacher stress</u> (Frequent observations mean that if a teacher is having a bad day, it's not a big deal because you have many data points on what the classroom actually looks like. This takes some pressure off of teachers – they stop feeling like they have to be perfect every time you observe).
    - <u>More observations = more accurate picture of what the teaching actually looks like</u> (More observations mean more data points on what's actually happening in the classroom)
    - <u>More feedback = faster teacher</u> improvement (By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty)
    - <u>Frequent cycles enable "bite-sized" areas of improvement, which is aligned with how people learn and supports long-term change</u> (People learn best when given small chunks of information at a time. If you give teachers too many areas of improvement, they'll get overwhelmed and won't be able to implement all of them. However, if you give teachers one small area of improvement each week, they're able to focus on just that area and actually put it into their teaching practice)
    - <u>More cycles = more accountability</u> (When you're in schools more often, you're more easily able to hold teachers accountable to the high standards that we're expecting of them)
- Let's make sure we have the core ideas from this reading written on our Core Ideas chart. *Reveal Core Idea #2, 3, and 4 on Chart 7.3.*
- *Refer SSOs to Handout 7.4 and give them 2-3 minutes to read it. Review schedule:* As you can see, we are expecting SSOs to do approximately 6 teacher observations per day every day from Monday through Thursdays (Fridays we will have SSO Learning Circle and reporting time in the DEO – we will talk about this more later). It may look different in different depending upon where the schools are and how many teachers per school, we will figure out the details with you over the next few days.
- The main idea of this schedule is to show the ambition – the ideal situation. You will be a more effective SSO if you see more teachers, effectively diagnose their key lever, and provide effective feedback. Therefore, the goal is to observe as many teachers as possible each day. Every day you spend with a teacher is an opportunity to improve learning for the students in that teacher's classroom. Therefore, we will think of each minute of the school day between 8:30am-1pm as precious. We will try to see as many teachers as possible and reasonable during this time period.

- Next week you will find out which schools you've been assigned to (i.e., what your cluster of schools is) and we will jointly determine the best possible schedule allow you to see as many teachers as frequently as possible.
- An important point to note is that last year some teachers were visited much more frequently that others. The most effective SSOs visit all their teachers and prioritise time with the weaker teachers, these are usually the ones in rural schools with limited support.
- Feedback conversations will likely need to take place after school (since teachers tend to teach non-stop from 8:30-1), which means you will likely schedule these in advance with teachers. Sometimes the teachers will be available at break or during lunch and you can do the feedback meeting then.
- Are there any questions on this typical daily SSO schedule? Would anyone like to share their experiences from last year?

Activity 3: Do's and Don'ts of Lesson Observations   15 minutes

- Let's make a list of Dos and Don'ts for doing classroom observations. What are some behaviours that we should definitely NOT do when we are observing teachers? Remember to ask both old and new SSOs. *(list on board – answers should look something like below)*
    - DON'T:
        - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
        - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
    - DO:
        - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
        - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
        - Try to sit / stand somewhere where you are not prominent

- Observe the pupils as well as the teacher

- Show interest in the lesson

- Take notes in your notebook

- Thank the teacher as you leave the classroom

- Fill out your Observation Form immediately afterwards

Refer participants to Handout 7.5

Activity 4: Observation form and tracker   10 minutes

- *Refer SSOs to Handout 7.6*

- As you can imagine, when you are observing a teacher it is be important to document what you are noticing. You'll pay attention to the things the teacher did really well and also try to determine the key lever (key improvement area) that will improve teaching and learning.

- SSOs use an observation form every time they observe a teacher. You will use one form for each observation, and in this form you will write basic notes about what you've seen in the classroom.

- Last year we piloted a digital form on tablets. The pilot went well and this year every SSO will be completing digital forms as well as paper forms. You will learn more about that in the 'Tangerine' training later this week.

- Let's look at the form together. The same form is used both in paper and digital version. You'll notice at the top that you will need to record basic information about the observation – your name, the teacher's name, the school, the subject and class being observed (especially important since many teachers teach multiple subjects and classes), and the learning objective.

- In the middle, you'll see the most important part – two stars and a wish. Ask an old SSO to explain the two stars and a wish. The two stars are two things the teacher did really well during the day's lesson. You'll be as specific as possible – for example, you won't just say, "Teacher created positive environment" but instead say something like, "Teacher praised a variety of students when answering questions correctly and narrated positive behaviours after she gave directions to the class." The 1 wish is the key lever (the key improvement area) that will push teaching and learning forward in the classroom. We will spend a lot of time practicing how to identify the key lever and how to do this quickly. You'll notice that next to the 1 Wish is where you'll write specific next steps for the teacher, i.e., you HELP the teacher implement the feedback. Recall that good coaches don't just give a piece of feedback and walk away – they help the teacher actually figure out how to implement the feedback.

- In the last section, you'll notice a list of specific things you'll look for during the lesson and you'll tick "Yes" or "No" to indicate whether the teacher did or did not show each behaviour. You will learn more about this in the Tangerine training.
- Are there any questions or comments about this form? Encourage old SSOs to answer the questions.
- Ask the old SSOs to share a few tips on how to use the form well.
- *Refer SSOs to Handout 7.7 and walk them through the tracker*
- Why is it important to keep track of what our observations and feedback? *Discuss with a partner for 1-2 minutes. Ask SSOs to share out loud and write responses on chart paper.*
    - o *Possible answers:*
        - ▪ This allows you to more easily hold teachers accountable to putting your feedback into practice
        - ▪ Allows you to more easily see school-wide and cluster-wide trends in instruction (e.g., notice patterns in strengths and areas of improvement). This information will help us plan professional development sessions (e.g., in-service trainings)
        - ▪ This allows you to uncover information about your own effectiveness as an SSO. For example, it can help you understand what feedback has led to meaningful changes for teachers and which feedback has not.
        - ▪ Lastly, it helps hold yourself accountable to seeing each of the teachers in your caseload – i.e., helps you understand how often teachers were observed and which teachers you've observed less frequently. You can then determine why you haven't seen them as often and make action steps to correct this.
- Let's now look at Core Idea #5 *(refer to Chart 7.3)*: Observations and feedback are only fully effective when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice.

Session review   **10 minutes**

- For 10 minutes split the old and new SSOs. Ask the new SSOs to review everything they have been given in this session and ask you any questions.
- Ask the old SSOs to discuss in small groups what worked well last year during their observation cycle and what they will change next year. Is there anything they think they will need to do differently at SSS?
- Show participants Chart 7.1 again and go through the session objectives that have been covered.

[Chart 7.1]

Session 7 – Intro to the observation / feedback cycle

SSOs will be able to:

- describe the overall lesson observation / feedback cycle
- explain the importance of frequent, regular, brief observations and feedback in improving pedagogy
- describe the typical daily schedule of an SSO
- establish initial level of comfort with lesson observation template and tracker

[Chart 7.2]

Observe lesson

- Look for change from last week, strengths, and 1 new key lever
- Model teach, co-teach, intervene as appropriate

Practice and plan   **Track**   **Give feedback**

- Real-time skill practice (e.g., role play)
- Implement key lever into upcoming lessons

- Face-to-face
- Using 4-step Feedback Model
- Bite-sized, targeted, observable
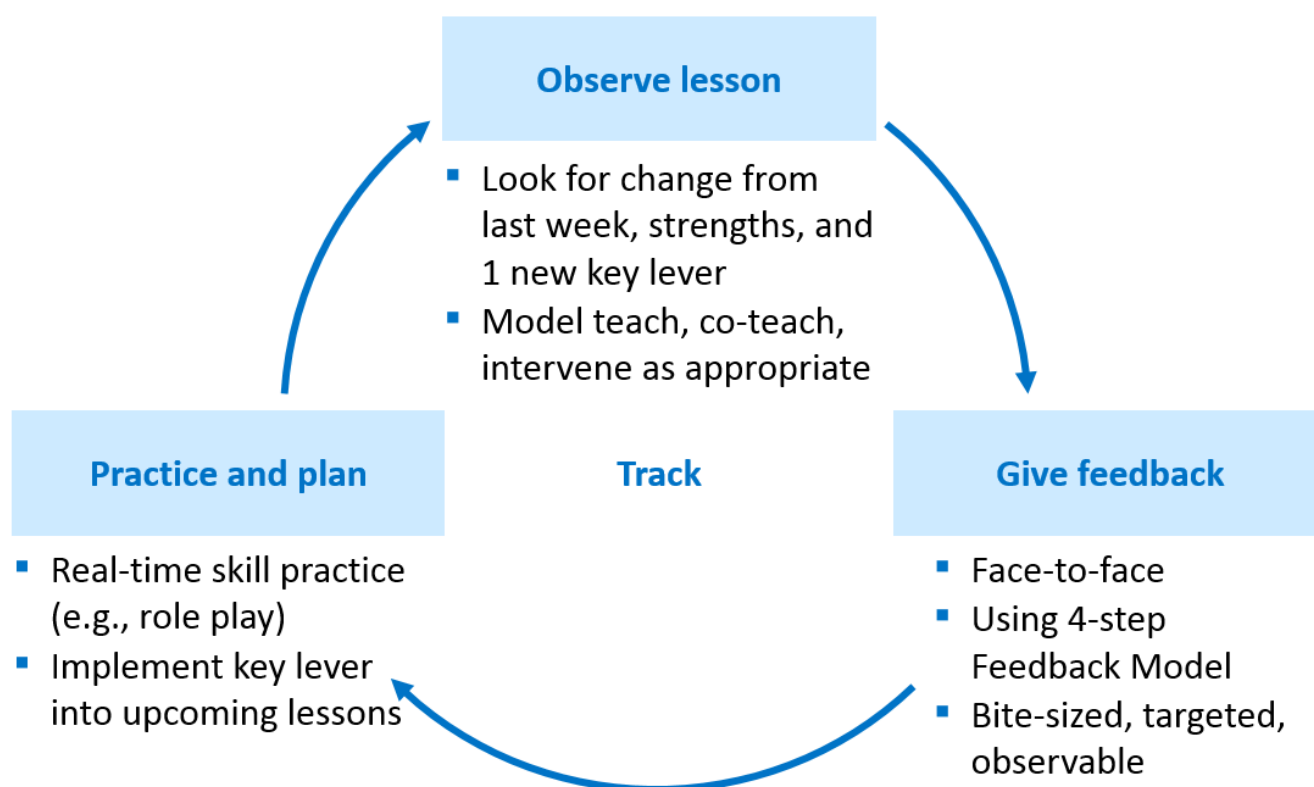
[Chart 7.3]

Core Ideas on Lesson Observations and Feedback

1. Effective observation and feedback isn't about evaluation, it's about coaching.

2. By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.

3. Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice.

4. We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development.

5. Observations and feedback are only fully effective when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice.

[Chart 7.4]

Importance of regular, frequent observation/feedback cycles

- o More frequent observations actually reduces teacher stress
- o More observations = more accurate picture of what the teaching actually looks like
- o More feedback = faster teacher improvement
- o Frequent cycles enable "bite-sized" areas of improvement, which is aligned with how people learn and supports long-term change
- o More cycles = more accountability

[Handout 7.1]

Observe lesson

- Look for change from last week, strengths, and 1 new key lever
- Model teach, co-teach, intervene as appropriate

Track

Give feedback

- Face-to-face
- Using 4-step Feedback Model
- Bite-sized, targeted, observable

Practice and plan

- Real-time skill practice (e.g., role play)
- Implement key lever into upcoming lessons
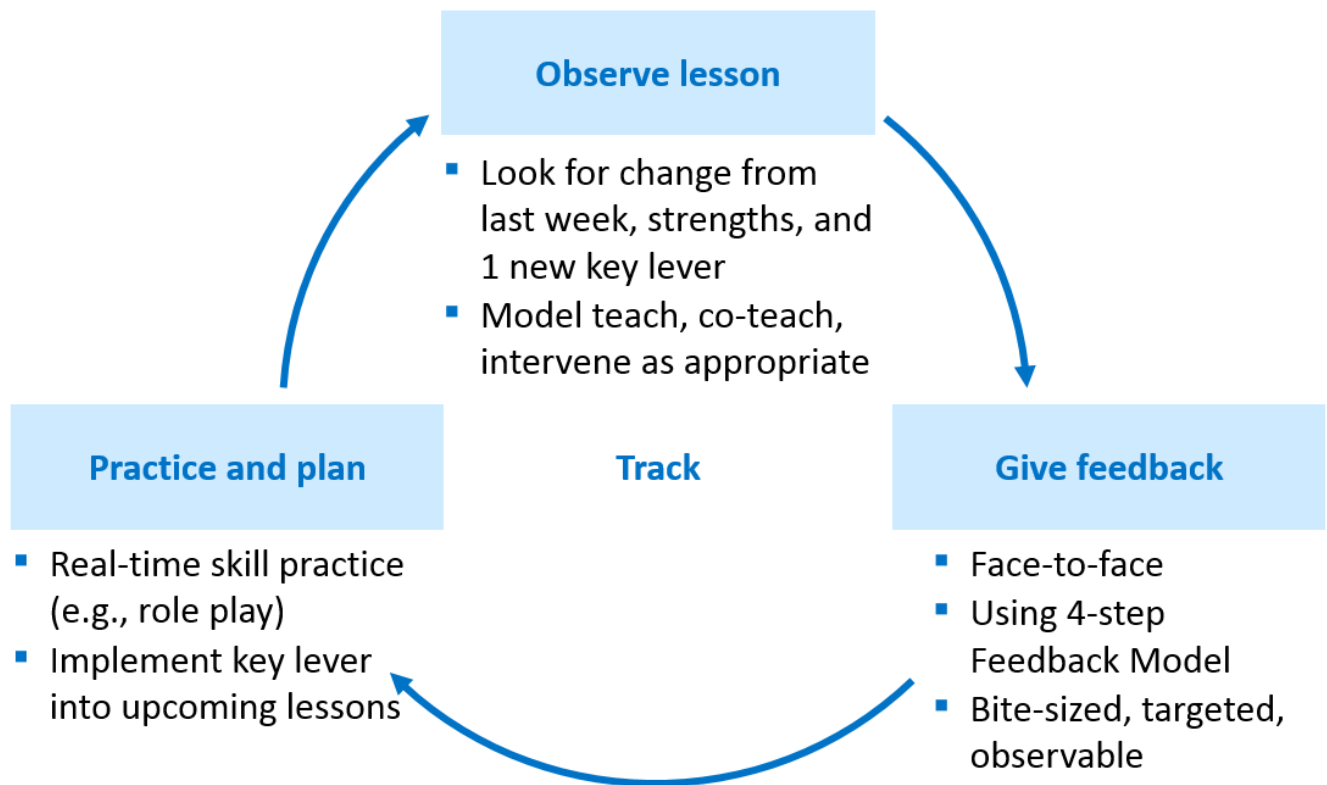
[Handout 7.2]

<u>**Leverage Leadership Excerpt #1 (adapted**)</u>

Sadly, all too many schools observe teachers less diligently and less frequently than they should. At these schools, observations are stress-packed rituals that occur no more than once a year. Weeks in advance, each teacher learns when his or her "day of destiny" falls and plans accordingly: shining classrooms to sparkling, honing lessons to perfection, and badgering students to behave well. When the annual 45-minute encounter finally unfolds, the principal observes the year's most dynamic lesson. Unused to the leader's presence, students display stellar conduct. The lesson is successful, and one month later, each teacher receives a checklist with each box marked "Satisfactory." With a sigh of relief, the whole ceremony ends. Teachers are "safe" for another 11 months. Yet despite all the anticipation, school leaders haven't learned much – nor have they done much to nurture meaningful improvement.

Over the past 20 years, some school leaders have tried to improve this model by using more detailed feedback, more engaged observations, or detailed teacher rubrics that judge instruction. The most prominent such teacher rubric, proposed by Charlotte Danielson in 1996, calls for assessing teaching through a comprehensive framework of elements. Danielson lists 76 elements of teaching that leaders must evaluate, elements that are said to "honor the complexity of teacing…[and] constitute a language for professional conversation [and] provide a structure for self-assessment and reflection on professional practice." Yet while the notion of a comprehensive rubric for teacher assessment is certainly an improvement over the traditional one-observation-per-year model, it still does not address the most fundamental issue. Both normed rubrics and more traditional observations share a fatal flaw: at their essence, they are judgements of teacher quality. Whatever the merits (or accuracy) of these judgements, they neglect a much more relevant question: How can teachers be coached to improve student learning?

Core Idea #1: The primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning. Effective observation and feedback isn't about evaluation, it's about coaching.

Recognizing this, school leaders like Julie Jackson (who is often shown in the *Leverage Leadership* videos) have re-envisioned the observation-feedback model, emulating the best practices of other high-achieving principals and of successful leaders from other fields. To meet her primary goal – coaching teachers in ways that drive student learning – Julie has embraced a core commitment: weekly 15-minute observations of each teacher, combined with weekly 15-minute feedback meetings for every teacher in the building

At each feedback meeting, Julie offers direct, readily applicable feedback. The next week, she checks that her feedback has been put in place and looks for further areas of improvement, building a veritable cycle of improvement. The result is a set of observations meant not to evaluate but to coach – a change that makes all the difference.

The sum total of these changes is a complete shift in the staff culture of the school. Yet the shift is not a nerve-wracking, "gotcha" environment. Instead, provided that the main goal of the observations is for teachers to improve practice, the result is greater staff investment, with teachers realizing that their development matters.

<u>**Leverage Leadership Excerpt #2 (adapted**</u>)

Becoming a master teacher is often considered a slow process. Recently, some have argued that it takes as long as 10 years, since the "10-year rule" has been successfully applied to fields other than education. Yet for teachers who take part in the sort of observation-feedback loop Julie sets in motion, highly effective teaching comes after just one or two years. The proof? Julie gets outstanding results not only from experienced teachers but from rookies as well. One of the most striking statistics from North Star Elementary School (Julie's school) is that the median national score on the TerraNova exam for kindergarten, first-, second-, *and* third-grade students in reading, language, *and* math, is in the 99th percentile. You don't get these results by placing your best teachers strategically – you get them by coaching each and every teacher to do excellent work.

How is this possible? It takes two steps: spending much more time coaching, and using much more effective coaching tactics. A recent study found that in major metropolitan areas in the United States, the median new teacher receives only around two observations a year; the median veteran teacher is only observed once every two years, and, incredibly, nearly one in three veteran teachers were observed only once every three years. Julie Jackson's school is radically different: there, every teacher is observed and receives face-to-face feedback every week. That means that each teacher is getting feedback at least 30 times per year – as much as most teachers get in more than 20 years. And Julie's teachers develop accordingly. They might not earn scores of "master teacher" on every teacher evaluation rubric, but they do get master teacher-like results.

Core idea #2: By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.

What's more is that the fact that the observations occur at varying times and on a weekly basis makes them *less*, not *more* stress intensive. "Because Julie comes by so often, I never worry that one bad lesson will give a false impression of what the class is really like," Carly (one of Julie's teachers) explains. Carly is not alone: as Marzano, Frontier, and Livingston note in Effective Supervision, frequent observation leads to *less*, not more apprehension, taking a lot of the stress out of the observation process.

If the goal of leaders is to coach teachers, it is foolish to observe only one or two times a year. Imagine if a tennis coach said that he would only watch players once every six months, but that he would fill out a detailed report after each visit. If this seems ridiculous, remember that *teaching is no different*. Teachers, like tennis players, need consistent, regular feedback and practice to improve their craft. At North Star Elementary School, teacher improvement is the name of the game. As one teacher noted, "Julie is all about driving us to the next level, and every week she makes us a bit better."

Core Idea #3: Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice.

Although frequent observation has many benefits, it comes at a cost: time. On first reading, Julie Jackson's extraordinary commitment to observation may seem unsustainable. Where is the time for weekly visits? In part, Julie is able to observe her teachers weekly because she does shorter visits. In contrast to the traditional, longer observations, Julie observes only for roughly 15 minutes per teacher. As long as leaders are strategic about what they are looking for, this shorter

length of time is sufficient for thorough and direct feedback. Indeed, significantly longer observations are often inefficient, especially when they come at the expense of observing far fewer teachers.

Some researchers have suggested that ideal observations attempt to capture every significant aspect of teaching at once. In *Effective Supervision*, for example, it is suggested that observers complete a 41-point rubric for each observation. Yet Julie is not looking to find a "laundry list" of faults or make a radical overhaul of Carly's pedagogy. Instead, she limits herself to a narrow, specific action step to increase student learning. "When a student answers incorrectly, ask that same student a scaffolded question to give her a chance to get it right." She limits herself to just this one key change. Why? Because that method conforms to the way adults actually learn.

Think about the times when you have received a long list of feedback in one meeting. There is no way for you to implement all of that feedback at once. So you are stuck with the task of trying to prioritize what to do first, and many of the other pieces of feedback you've received are left unattended. So why does this happen so often? Because principals and coaches using a traditional observation and feedback model feel –rightly so—that they have limited opportunities to share all of the feedback they come up with. With a weekly observation model, however, that framework completely changes. Julie Jackson uses weekly observation to take the guesswork away from her teachers. Instead of leaving each teacher to wonder what to prioritize, she answers that question during feedback meetings by limited her feedback to what is most important.

Core Idea #4: We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development.

Focusing on one key piece of feedback also makes more sense given the length of Julie's observations. There is simply no way to assess 40+ points of a teacher rubric in 15 minutes. You would spend more time reading the rubric than observing the class!

PRELIMINARY- BEING TESTED IN PORT LOKO

Possible SSO daily schedule for Monday-Thursday school visits

Potential SSO schedule (1 school w/6 teachers)

Timing	Activity
07:00 – 08:30	Travel to school
08:30 – 08:45	Greet Principal/HODs
08:50 – 09:10	Observe Teacher 1
09:20-09:40	Observe Teacher 2
09:50-10:10	Observe Teacher 3
10:20-10:50	Observe Teacher 4
11:00-11:20	Observe Teacher 5
11:30-11:50	Observe Teacher 6
11:50-12:10	Get organized for feedback conversations
12:15 – 15:00	Feedback meetings with teachers (30 minutes each)
15:00 – 16:30	Travel home
16:30 – 18:00	Confirm school visit and teacher meetings for next day

Potential SSO schedule (1 school w/4 teachers, 1 school w/2 teachers)

Timing	Activity
07:00 – 08:30	Travel to school #1
08:30 – 08:45	Greet Principal/HODs
08:40 – 09:00	Observe Teacher 1
09:10-09:30	Observe Teacher 2
09:40-10:00	Observe Teacher 3
10:10-10:30	Observe Teacher 4
10:30-10:50	Get organized for feedback conversations
11:00-13:00	Feedback meetings
13:00-13:30	Travel to school #2
13:30-13:45	Greet Principal/HODs
13:50-14:10	Observe Teacher 1
14:20-14:40	Observe Teacher 2
14:50-15:10	Get organized for feedback conversations
15:15-16:15	Feedback meetings with teachers (30 minutes each)
16:15-17:45	Travel home
17:45-19:15	Confirm school visit and teacher meetings for next day

Do's and Don'ts of Conducting Lesson Observations

- DON'T:
  - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
  - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
- DO:
  - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
  - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
  - Try to sit / stand somewhere where you are not prominent
  - Observe the pupils as well as the teacher
  - Show interest in the lesson
  - Take notes in your notebook
  - Thank the teacher as you leave the classroom
  - Fill out your Observation Form immediately afterwards

Handout 7.6

Leh Wi Learn   **SSO Observation Form**

Name of Observer	

Name of Teacher	

Date		Class	

Subject (Maths or English)	

Lesson Objective	

What two things did the teacher do very well in this lesson?

Stars for the Teacher	Examples:
★	
★	

What actions will help the Teacher to achieve the wish?

A wish for the Teacher	What actions will help the Teacher to achieve the wish?
★	

Observation summary

To what extent did the teacher follow the lesson plan manual? (1= not using LPM; 2 = following LPM loosely, 3 = following all parts of LPM; 4= following all parts of LPM and prepared in advance)	1 2 3 4
Did the teacher use Positive Framing and avoid flogging?	Y N

0

Teacher's Name: _____   School: _____   District: _____   Chiefdom: _____

Obs. #	Date	Time	Class / Subject Observed	Evidence Of Change from Previous Observation	Two Stars	1 Wish (i.e., 1 key lever)	Practice / Planning Conducted with Teacher

Identifying the key lever   **90 minutes**

Session objectives

By the end of the session, SSOs will be able to…
- Describe the characteristics of a key lever
- Describe which key levers we are likely to see in classrooms
- Practice identifying the key lever from teaching demonstrations

Materials

Chart 8.1	Session objectives	Introduction
Chart 7.2	Lesson observation / feedback cycle	Activity 1
Handout 8.1	Key lever practice problems	Activity 1
Handout 8.2	Examples of key levers	Activity 2
Handout 7.6	SSO Observation Form	Activity 3

Session outline

Session introduction		5 minutes
Activity 1	What is a key lever?	25 minutes
Activity 2	Key levers we will probably see in classrooms	20 minutes
Activity 3	Practice identifying key levers	35 minutes
Session review		5 minutes

Session introduction **5 minutes**

- Welcome participants thank them for arriving to training on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- As you recall from the previous session, when you observe a lesson, a few things are happening (point to Chart 7.2):
  - o You are looking for evidence that the teacher has implemented your feedback from last time (i.e., from your last visit). For example, if, during the last visit, you suggested that the teacher spend more time on independent practice, now you'll look for whether the change has been made.
  - o You'll note at least 2 strengths (2 stars) – 2 things the teacher did really well
  - o You'll look for 1 key lever (1 critical area of improvement)
  - o You'll co-teach or model teach if appropriate given the situation
- In this session, we're going to focus on the key lever piece – how do we identify what key lever we want the teacher to work on?
- Show them Chart 8.1 – the session objectives.
- Go through each of the objectives.

Activity 1: What is a key lever? **25 minutes**

- Can anyone tell me what a "lever" is? Perhaps one of the science teachers in the room?
- You might remember from science class that a lever is a tool that helps you lift, push, or pull things more easily (point to Chart 8.1). There's often some sort of bar, a load that you're trying to lift, and a fixed point in the middle. If you push down on the bar on the bar, you can more easily lift the load than you could without the lever. The lever allows you to put in less effort to lift the load. It allows you to more efficiently lift the load.
- A key lever is a high-impact action that can dramatically increase the performance (i.e., the success) of a programme. In the business world, CEOs talk about "performance levers." In the teacher coaching world, we talk about "key teaching levers" – in both cases, we're referring to an action that, if implemented, will most quickly lead to higher overall performance – the most important action that the teacher (or business) can take in order to impact performance.
- As an SSO, you will go into classrooms and try to find the key lever that will drive improvement in that teacher's teaching (and therefore, the level of learning occurring in that classroom). You may see many, many areas of improvement, but the key lever is the most critical next action step that the teacher must take – i.e., the most important improvement area right now.
- A key lever must have the following characteristics:

1. It is <u>bite-sized</u> (i.e., you're not trying to fix all of the teacher's problems at the same time). Also, if there are a series of things that the teacher needs to fix along one area (e.g., lesson delivery) – the key lever is the first "bite" that needs to happen, i.e., the first thing that needs to be fixed. We'll talk more about this later.
2. (Connected to being bite-sized) - it is <u>targeted</u> (specific) enough that it can be fixed quickly (i.e., definitely within 1 week)
3. It is <u>observable</u> – i.e., the next time you're in the classroom, you'll be able to see if the teacher has acted on the key lever

- Let's try an example of finding a key lever. Let's pretend that Alie Timbo is the SSO in a teacher's classroom. He noted several strengths but also, in his head, has a list of improvement areas for the teacher. Let's pretend we're all in the brain of Alie Timbo – here are the improvement areas he is considering as he tries to determine which one might be the key lever (Chart 8.2). These are all of the improvement areas he noticed. Take 1 minute to discuss with a partner which of these might be the key lever. *Have group share out their answer and provide justification.*

- Many of you chose correctly – "Speak audibly" is, in fact, the key lever. If the teacher doesn't first improve in speaking audibly, then improving in the other areas has very little impact on the overall teaching and learning happening in the classroom.
  - Is "speak audibly" bite-sized? Yes – notice we're not telling the teacher to "deliver the lesson better" – that's too much for any teacher to improve on. It's not bite-sized.
  - Is "speak audibly" targeted? Yes – you're not telling the teacher to improve his speaking, you're giving a targeted (specific) action step. Simply raise the volume of your voice.
  - Is "speak audibly" observable? Yes – the next time you're in the classroom, you will be able to easily notice if the teacher has implemented this change.

- Let's do a few more practice problems in pairs. Look at handout 8.1 – there are 4 problems here you need to circle the correct answer. Please work in pairs. You have 5 minutes, begin. *Give SSOs 5 minutes to discuss/ circle the right answers. Quickly go around to each pair and have them shout out their answer (A, B, C, D) and then have one SSO share why the correct answer is, in fact, correct.*

Activity 2: Key levers we will probably see in classrooms   20 minutes

- Ask the new SSOs: When you've seen teachers in Sierra Leonean schools, what are some of the main areas of improvement you've noticed? Ask them to walk to the closest chart paper. There, write a couple key improvement areas (key levers) that you believe you'll see in classrooms. *[Give participants 3-4 minutes to write on chart paper.]*

- Then ask the old SSOs to add to the chart some of the key leavers they gave teachers over the last year. *[Give participants 3-4 minutes to write on chart paper. Then read through all the answers]*
- Ask the participants: Do you think you will use the same levers with JSS and SSS teachers? Why? Take their different responses.
    - Remind participants that the teachers in SSS will never have used the LPMs before. When observing SSS classrooms beginning next week, your main objective will be to ensure teachers are using the LPM effectively. It's great that teachers have been given scripted LPM, but we all know that this doesn't mean that teachers will use them effectively.
    - What are some of the challenges teachers may face as they attempt to use the new LPMs for the first time? As a result, what might you see when you walk into classrooms? *(solicit answers, e.g., teachers read directly from the script, some teachers have trouble reading/interpreting the LPM, some teachers resistant to using LPM at all, etc.)*
    - *In JSS the teachers have been using LPMs for one year so their needs might have changed and levers might focus on good teaching and learning practices.*
- On Handout 8.2, there's a list of common key levers. I'll give you a minute to read through it. Do you think these will apply in both JSS and SSS? Did we discuss anything that's missing from this list?

Activity 3: Practice identifying key levers   **35 minutes**

- *In advance of this activity ask old SSOs to prepare to 'Model teach' using the notes in Chart 8.2.*
- *For this activity old SSOs will Model teach, using the notes in Chart 8.2 (and below). Note that each example includes teacher strengths, a key lever, as well as other areas of improvement to distract the participants from the key lever.*
- Put participants into groups.
- Give the Model teaching notes to some of the old SSOs – the ones who will be doing the acting.
- Ask an old SSO to model the teaching using the notes. After their demonstration they should discuss with the other SSOs in their group what the key lever should be for the model teacher. Do you all agree? Discuss responses together.

Model teaching #1

- Lesson to teach: JSS Math, Term 1, Lesson 07-001 - Concept and Vocabulary Factors
- Where to start: Begin teaching right at the beginning of the lesson (Opening)
- Strengths: Smile a lot, create very positive environment, know the students' names, face the class when speaking, obviously prepared for lesson (make a poster that has some of the guided practice problems already written on it)
- Key lever: doesn't include girls and only asks boys questions

     o <u>Other areas of improvement:</u> Does not state an objective for the lesson

Model teaching #2

- o <u>Lesson to teach</u>: JSS Math, Term 1, Lesson 07-002 - Multiple of whole numbers
- o <u>Where to start</u>: Start somewhere in the Intro to New Material (skip the Opening)
- o Strengths: Very clear explanation of new material, good pacing, knows students' names, faces forward, speaks audibly
- o <u>Key lever:</u> Teacher talking entire time - skips guided practice, no student involvement, i.e. did not follow LPM (students did not have opportunity to do any thinking!)
- o Other areas of improvement: Uses negative language and tone (e.g., "How could you not know the answer to this?" "What a stupid response" "ANSUMANA! *(screaming)* Face forward"

Model teaching #3

- o <u>Lesson to teach:</u> JSS Math, Term 1, Lesson 07-003 – Factors of Whole Numbers
- o <u>Where to start</u>: beginning of Guided Practice, and continue through IP
- o <u>Strengths</u>: Follows the LPM exactly, very pleasant with students, uses positive language
- o <u>Key lever</u>: not monitoring practice at all (stays at the front of class)
- o <u>Other areas of improvement</u>: only calling on the same 1-2 "smart kids" when checking for understanding (even though the rest of the students are also raising their hands)

Session review   **5 minutes**

- • Show participants Chart 8.1 again and go through the session objectives that have been covered.

[Chart 8.1]

Session objectives

By the end of the session, SSOs will be able to…
- • Describe the characteristics of a key lever
- • Describe which key levers we are likely to see in classrooms
- • Practice identifying the key lever from sample teaching

[Chart 7.2] – i.e., leave this chart up after session 7

[Chart 8.2]

Thought bubble (Alie Timbo's brain) with the title "Improvement Areas for Teacher X"

- When checking for understanding, ask a random sample of students instead of only the smartest students
- Sit the students in pairs or tables instead of rows
- Make the "Opening" of the lesson shorter
- Speak audibly (loudly enough for students to hear)
- When transitioning from Guided Practice to Independent Practice, give clear, concise instructions
- For group work, give each student a role / responsibility

- When checking for understanding, ask a random sample of students instead of only the smartest students
- Sit the students in pairs or tables instead of rows
- Make the "Opening" of the lesson shorter
- Speak audibly (loudly enough for students to hear)
- When transitioning from Guided Practice to Independent Practice, give clear, concise instructions
- For group work, give each student a role / responsibility

Key Lever Practice Problems

1. You are the SSO observing a lesson and are thinking of the following improvement areas for the teacher. Which of the following is probably the <u>key lever</u> for this teacher?
   a. Teacher needs to check for understanding by asking a random sample of students pre-scripted questions that indicate how much of the new content they are gasping
   b. Teacher needs to face the class when speaking
   c. Teacher needs to provide roles/responsibilities to students during group work
   d. Teacher needs to use a timer for each part of the lesson (especially during IP)

2. You are the SSO observing a lesson and are thinking of the following improvement areas for the teacher. Which of the following is probably the <u>key lever</u> for this teacher?
   a. Sit the students in pairs or tables instead of rows
   b. Teacher needs to increase radar / "be seen looking" so students know that there is accountability for following teacher's directions
   c. Teacher needs to read and understand the lesson plan in advance of the lesson
   d. Teacher needs to increase speed of transitioning between activities (i.e., use class minutes more efficiently)

3. You are the SSO observing a lesson and are thinking of the following improvement areas for the teacher. Which of the following is probably the <u>key lever</u> for this teacher?
   a. Teacher needs to be trained on the 5-step lesson plan structure
   b. Teacher needs to learn students' names
   c. Teacher needs to spend the correct amount of time on each part of the lesson, especially GP and IP (e.g., teacher needs to talk less, use a timer)
   d. Teacher needs to increase speed of transitioning between activities (i.e., use class minutes more efficiently)

4. You are the SSO observing a lesson and are thinking of the following improvement areas for the teacher. Which of the following is probably the <u>key lever</u> for this teacher?

   a. Teacher needs to use positive language
   b. Teacher needs to know students' names
   c. Teacher needs to take action to include girls
   d. Teacher needs to stop whipping / flogging students

Examples of Key Levers

(not exhaustive)

<u>Related to using the LPM</u>

   a. Teacher needs to obtain a copy of the LPM
   b. Teacher needs to be supported to use the lesson plan structure
   c. Teacher needs to follow the LPM (i.e., teacher has the LPM, has been trained on the structure, and now just needs to follow the scripted lessons on daily basis)

<u>Related to using Pupil Handbooks</u>

   d. Teacher needs to obtain copies of Pupil Handbooks
   e. Teacher needs to encourage children to use Pupil Handbook in the lesson
   f. Teacher needs to allow children to use Pupil Handbook independently

<u>Related to preparing for the day's lessons</u>

   g. Teacher needs to read and understand the lesson plan in advance of the lesson
   h. Teacher needs to prepare the board (with objective, practice problems, etc.) for the lesson in advance

<u>Related to lesson delivery</u>

   i. Teacher needs to speak audibly
   j. Teacher needs to face the class when speaking
   k. Teacher needs to begin class on time
   l. Teacher needs to spend the correct amount of time on each part of the lesson, especially GP and IP (e.g., teacher needs to talk less, use a timer)
   m. Teacher needs to increase speed of transitioning between activities (i.e., use class minutes more efficiently)
   n. Teacher needs to check for understanding by asking a random sample of students pre-scripted questions that will reveal how much of the new content students are grasping
   o. Teacher needs to include all children in the learning

<u>Related to classroom management and culture</u>

   p. Teacher needs to provide clear, concise instructions to students
   q. Teacher needs to use a strong voice (e.g., with confidence and authority)
   r. Teacher needs to refrain from talking over students
   s. Teacher needs to increase radar / "be seen looking" so students know that there is accountability for following teacher's directions
   t. Teacher needs to provide roles/responsibilities to students during group work
   u. Teacher needs to stop whipping / flogging students
   v. Teacher needs to use positive language to encourage students
   w. Teacher needs to learn students' names
   x. Teacher needs to take action to include girls
   y. Teacher needs to take action to include children with disabilities

Strengths and Practice Filling out SSO Observation Form   **60 minutes**

Session objectives

By the end of the session, SSOs will be able to…

- Identify two specific strengths in a teacher's performance (two stars) and provide examples
- Fill out the SSO observation form thoroughly and correctly

Materials

Chart 9.1	Session objectives	Introduction
Chart 7.2	Lesson observation / feedback cycle	Introduction
Handout 9.1	Examples of teacher strengths	Activity 1
Handout 9.2	SSO Observation Form	Activity 2

Session outline

Session introduction		5 minutes
Activity 1	How do we identify teacher strengths?	20 minutes
Activity 2	Practice filling out SSO Observation Form	30 minutes
Session review		5 minutes

At the time of developing these materials a simple paper form was used to collect lesson observation notes. Since developing these materials this form has been updated and is now included in digital format on Tangerine software. The form provides an example but can and should be adapted at any time to the needs of the observer and teacher.

<u>**Session introduction**</u>   <u>**5 minutes**</u>

- Welcome participants thank them for arriving to training on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- As you recall from the previous session, when you observe a lesson, a few things are happening (point to Chart 7.2):
  o You are looking for evidence that the teacher has implemented your feedback from last time (i.e., from your last visit). For example, if, during the last visit, you suggested that the teacher spend more time on independent practice, now you'll look for whether the change has been made.
  o You'll note at least 2 strengths (2 stars) – 2 things the teacher did really well
  o You'll look for 1 key lever (1 critical area of improvement)
  o You'll co-teach or model teach if appropriate given the situation
- In this session, we're going to focus on filling out the observation form correctly so that we capture all of the important things in the observation
- Show them Chart 9.1 – the session objectives.
- Go through each of the objectives.

<u>**Activity 1: How do we identify strengths in teacher performance?**</u>   **25 minutes**

- Let's start with something basic: What is a strength? How would we define a strength?
- What are some examples of teacher strengths?
- When we observe teachers, we mark down at least two strengths that the teacher has shown during that class period. We call these two strengths "stars." Why is it important for us as SSOs to give the teachers two stars, i.e., to tell the teachers what they've done well? *(See sample answers below)*
  o If someone tells you what you're doing well, you know that you're on the right track and that you should keep doing it
  o It builds confidence in the teachers
  o You want to make the feedback conversation positive
- Ask participants to suggest some strengths that they saw in JSS classrooms last year. Let's look at some examples of teacher strengths that we may notice in classrooms (Handout 9.1). *Go through the strengths one by one and make sure SSOs understand each one. Ask participants if they observed these strengths last year and if there are any strengths missing that we need to add to the list.*
- Explain to participants that last year we looked a lot at using LPMs and lesson delivery. As the teachers improve in these skills we need to look more at student learning and identifying teachers who make an effort to include all students in learning (especially girls and children with disabilities). This also involves

understanding what the students are doing in the lesson. Looking for evidence that learning is taking place. There is no point delivering the LPM if nobody is learning.

- Ask participants to discuss together what strengths they might observe if a teacher is supporting *all* students to learn (especially girls and children with disabilities).
- Remind participants that teachers do not have to be specialists to support children with disabilities they can do some very simple things such as moving a pupil with poor vision to sit at the front. SSOs and teachers will be receiving more support on this over the coming year.
- Point out the note at the very bottom of Handout 9.1 – speaking audibly, facing the students, and avoiding flogging should NOT be considered as strengths. Instead, they are basic expectations for all teachers. Therefore, we as SSOs will not list any of these things as "stars" on the SSO Observation Form.

Activity 2: Practice filling out the SSO Observation Form   25 minutes

- Review the Observation Form (Handout 9.2) and provide each SSO with a few copies.
- Emphasize that (1) the key lever should come with specific action steps on how the teacher can improve and (2) the SSO should provide specific examples of each strength (star). E.g., the star may be, "Teacher has created a positive, welcoming classroom environment" and the examples may be, "Teacher smiled many time throughout lesson" or "Teacher called on students by name and joked with students" or "Teacher used clapping to celebrate student successes"
- Remind participants that last year we had 2 main goals for our teachers: 1) they follow the LPM and 2) they use positive framing (positive language and tone) and avoid flogging. This is why these 2 areas are included in the checklist on the bottom of the SSO Observation Form. This year we will look at more areas – like inclusion and assessment. There will be more on this later.
- As a group, fill out the Observation Form together, for the model teaching that were used in the previous session was conducted last session. Encourage old SSOs to provide support whilst the new SSOs complete the form. De-brief as a group after the form is completed.
- Explain to participants that alongside the paper form they will also be using digital forms on tablets. This will be part of the training called 'Tangerine' later in the week.

Session review   5 minutes

- Show participants Chart 9.1 again and go through the session objectives that have been covered.

[Chart 9.1]

By the end of the session, SSOs will be able to...
- Identify two specific strengths in a teacher's performance (two stars) and provide examples
- Fill out the SSO observation form thoroughly and correctly

[Chart 7.2] – i.e., leave this chart up after session 7

Observe lesson
- Look for change from last week, strengths, and 1 new key lever
- Model teach, co-teach, intervene as appropriate

Practice and plan
- Real-time skill practice (e.g., role play)
- Implement key lever into upcoming lessons

Track

Give feedback
- Face-to-face
- Using 4-step Feedback Model
- Bite-sized, targeted, observable

[Handout 9.1]

Examples of teacher strengths ("stars")

Related to using the LPM

a. Teacher is following the 5-step lesson plan structure
b. Teacher is following all parts of the LPM
c. Pacing – teacher began and ended class on time and spent the appropriate amount of time on each of the 5 parts of the LPM
d. Teacher visibly prepared in advance for the day's lesson (e.g., it is obvious that teacher read LPM in advance)

Related to lesson delivery

e. Teacher clearly presents academic content so that students comprehend the key information and ideas. Explanations are coherent, cohesive, and correct.
f. Teacher emphasizes the key ideas of the academic content, using expressive body language or tone
g. Teacher uses teaching aids (e.g., visual aids) to facilitate student understanding
h. Teacher uses each minute of class time efficiently, signalling to students that every minute matters
i. Teacher facilitates and manages student practice (e.g., Guided Practice, Independent Practice) so that all students are participating and have the opportunity to gain mastery of the learning objectives
j. Teachers circulates during IP (and GP, where relevant), ensuring students are practicing, assisting where needed, and collecting informal data. Even better: teacher provides feedback during IP so that students know if they are on the right track
k. Teacher created a series of carefully-chosen questions that would reliably determine the extent of student understanding
l. Teacher checked for student understanding by directing questions to a random variety of students or (even better) a representative subset of students
m. Teacher differentiates his/her approach to lesson delivery based on various needs of individual students

Related to classroom management

n. Teacher uses a strong voice (speaks confidently, audibly, with authority)
o. Teacher squares up / stands still when giving key directions (instead of walking around / passing out papers)
p. Teacher refrains from talking over students, signalling that what he/she has to say is important and should be heard by everyone
q. Teacher provides clear, concise instructions to students
r. After giving instructions, teacher scans the room to ensure students are complying

s. Teacher designs classroom procedures (for entering/exiting classroom, collecting materials, taking attendance, etc.) that provide structure to students and maximise the amount of time available for instruction
t. Teacher communicates high expectations for behaviour by teaching, practicing, and reinforcing rules and consequences so that students are working hard
u. Teacher addresses cases of student misbehaviour in a timely and appropriate manner while maintaining students' dignity
v. Teacher maintains and calm and professional demeanour despite student behaviours

Related to building a positive classroom culture

w. Teacher creates a welcoming environment in which students feel comfortable and supported enough to take risks in their learning path
x. Teacher has set a class goal and/or individual goals for students and refers to it regularly
y. Teacher uses a positive tone to motivate students and guide them to do better work
z. Teacher *acknowledges* when students have met expectations and uses *precise praise* when students have exceeded expectations, focused on specific action(s) the students took
aa. Teacher uses gender responsive language – he/she is not discriminatory and makes efforts to include girls as well as boys
bb. Teacher uses disability inclusive language and actions – he/she is not discriminatory and makes efforts to support learning of children who find it challenging
cc. Teacher empowers/encourages students to speak audibly, clearly, and confidently in class, both in normal class discussion and when student is presenting to an audience
dd. Teacher uses clapping, snapping, or brief call-and-response to maintain momentum and positivity throughout the lesson (while not distracting from the lesson)
ee. Teacher visibly enjoys teaching / is having fun
ff. Teacher engages the students, making them feel excited and motivated about learning

Related to tracking student progress

gg. Teacher tracks student performance regularly so that data can inform short- and long-term planning and differentiation

Related to teacher mindset

hh. Teacher visibly believes that all students can learn and accomplish great things
ii. Teacher seeks feedback and data early and often and adjusts
jj. Sets and achieves big and small goals for professional growth
kk. Takes advantage of learning experiences both in and out of school
ll. Labels personal biases and seeks to overcome them

Note: **Facing the class, speaking audibly, following the LPM, and refraining from flogging are not listed as "strengths" as they are basic expectations that all teachers should follow**

Since developing these materials this form has been updated and is now included in digital format on Tangerine software.

SSO team induction programme 2018   Handout 9.2   *Session 9*

Leh Wi Learn

SSO Observation Form

Name of Observer	
Name of Teacher	

Date		**Class**		

Subject (Maths or English)	
Lesson Objective	

What two things did the teacher do very well in this lesson?

Stars for the Teacher   **Examples:**

★

★

What actions will help the Teacher to achieve the wish?

A wish for the Teacher   **What actions will help the Teacher to achieve the wish?**

★

Observation summary

	1	2	3	4
To what extent did the teacher follow the lesson plan manual? (1= not using LPM; 2 = following LPM loosely, 3 = following all parts of LPM; 4= following all parts of LPM and prepared in advance)				

	Y	N
Did the teacher use Positive Framing and avoid flogging?		

Critical friends   **90 minutes**

Session objectives

By the end of the session, participants will be able to:

- describe the purpose of school level work
- identify words related to being a critical friend
- identify different levels of support that are involved in critical friendship

Materials

Chart 1.1   Session objectives

Chart 1.2   The purpose of school level work

Session outline

Session introduction	5 minutes
Activity 1 The purpose of school level work	30 minutes
Activity 2 Being a critical friend	30 minutes
Activity 3 Practising being a critical friend	20 minutes
Session review	5 minutes

Background for facilitators

The critical friend process focuses on developing collegial relationships, encouraging reflective practice and rethinking support and leadership. The process is based on cooperative adult learning which is one of the best way colleagues support one another.

The practice is useful in situations in which professionals find themselves (given that they are certified as knowing all that is needed to know) not feeling motivated to engage in continuous learning themselves. It can serve as a useful reminder that continuation of professional learning is essential to the creation of an exciting rich learning environment.

Session introduction   **5 minutes**

- Welcome participants
- Ask a participant to say an opening prayer
- Review session objectives

Activity 1: The purpose of school level work   **30 minutes**

- Ask participants to state their roles as a member of the SSO team.
- Write as many responses as named by participants but not more than ten
- Prompt them to include the three key roles of SSO, which are supporting, training, and reporting.
- Try to link all the other roles to the three main roles.
- Remind participants that supporting, training, and reporting are the three primary roles of the SSO, while the district's, MBSSE's and LWL team's primary role is to enable the SSOs do their job well.
- All three roles are important but research says that a regularly supported teachers lead to better students learning achievement.
- To ensure or enable SSOs do their tasks well, it is important for them to practice the role of supporting.
- Ask, "Who are we supporting?" (Agree teachers and later also HODs and principals)
- Ask, "How do we know how well they are doing their job?" (observations)
- How do we know if they are "good or bad?" What are the indicators?
  - *Do not attempt to give away the answers but just try to hear what they are thinking*
- Explain that often teachers are called away to attend training but nothing really changes because they don't know how to implement what they have learned in the classroom. This year in both JSS and SSS we will be using a blend of cluster training and "school-based support" or "school level work" to strengthen teacher performance.
- Ask participants what "school-based support" or "school level work" mean to them and take quick responses.
- Tell them that school level work could include practical teaching, demonstration of lessons, critical observation and feedback, opportunity to teach the lesson plans, experiencing what teachers are going through, shadowing, peer teaching etc.

- Ask them to discuss how well they think this approach of 'school level work' has worked over the last year in JSS. Ask them, "Why school level work?"
- Ask them to discuss how the teachers and Principals responded to 'school level work' last year. Were they positive? Did you face any negative attitudes or lack of support for this model? What did you do to overcome it?
- Display Chart 1.2 – The purpose of school level work

Activity 2: Being a critical friend   30 minutes

- Tell participants they are going to look at what being a critical friend involves
- Say, "We are going to make a word wall containing words that could describe who a critical friend is and words that are used by him or her in supporting"
- Use a web to show this and chart it for all to see on the word wall
- Agree to words like humble, knowledgeable, promoter, helper, listener, adviser, supporter, model, mentor, sincere, gentle, trusting, objective, friendly, collegial, tolerant, polite, objective, confidential, firm, flexible, passionate, I like the way…, very nice…, it could be better …, may I suggest …, I hope / wish …, thank you …
- Let participants reflect on times they were given feedback both negative and positive. Think about how they felt.
- They should also think about when they gave feedback to people. How did they make them feel?
- Ask participants to share with a partner a particular instance when a colleague criticized their idea or performance.
- Ask them to agree on any two reasons why they did or did not accept the criticism.
- Ask participants to also think of another instance when they tried to support a colleague with an issue he/she struggled with.
- Ask participants to mention reasons why their support process went or did not go well. Take oral feedback
- Explain that people may accept or not accept criticism/support based on HOW the criticism/correction is made
- Agree that being a critical friend doesn't mean saying all good things about people but about saying the truth nicely without pride based on agreed indicators and suggestions for improvements

Activity 3   Practising being a critical friend   20 minutes

- *Read the instructions to participants and then leave them to carry out the role plays whilst you walk around.*
- Ask participants to work in pairs. One participant will take on the role of teacher and the other will take on the role of SSO.
- The teacher should perform a short (5 minute) role play where they are a teacher who has some weaknesses.
- The SSO should observe the model teaching and then give feedback to the teacher.
- After the feedback discuss how it felt to receive the feedback. Did it feel helpful? Could it have been done in a more constructive way?
- How did it feel to give the feedback?
- After the role plays have finished bring the group back together. Ask the old SSOs to think about one tip they can give the new SSOs about being a critical friend. Take some answers.

Session review   5 minutes

- Explain that working as colleagues may only produce fruitful outcomes when each of us is ready to learn from the other. Learning from one another requires trust and confidence in the other colleague believing that we may not know all and each colleague may have something to benefit us. Critical friendship is not about correction or criticism or who is better but a means of mutual professional growth
- Show participants Chart 10.1 again and go through the session objectives that have been covered.

[Chart 10.2]

The purpose of school level work

- Improving teaching of Mathematics and English
- Developing an increased understanding of pedagogy (teaching skills) to enable effective delivery of the lesson plans
- Help teachers to teach more inclusively – especially supporting learning for girls and children with disabilities
- Strengthening the collegial support system within teacher community (helping each other, giving and receiving feedback, observing objectively)
- Helping school managers to get actively involved in activities that focus more on raising learning outcomes

Principles of adult learning   **90 minutes**

Learning outcomes

By the end of the sessions, participants will be able to:

- identify important features of adult learning;

- explain the main features and value of effective support.

Materials

Chart 11.1	Learning outcomes	Session introduction
Chart 11.2	Key principles of adult learning	Activity 1
Handout 11.1	2 labels and 11 statements	Activity 2
	1 set for the session	
Handout 11.2	Working with adults	Session summary
	1 per participant	

Session outline

Session introduction		(10 minutes)
Activity 1	How to work with adults	(25 minutes)
Activity 2	What is effective support?	(40 minutes)
Session summary		(15 minutes)

Session introduction   10 minutes

- Welcome participants back from the break and thank them for returning on time.

- Remind participants that in a previous session they looked at the importance of managing their own behaviour when working in schools in order to develop effective working relationships.

- Explain that, this session, they will be thinking about taking this a step further and using their interactions with SSOs, Principals, and teachers so that the people they work with can learn effectively.

- Show chart 11.1 and talk through the session objectives.

Activity 1   How to work with adults   25 minutes

- Explain that if we want to work effectively with adults, we need to understand how adults learn. Explain that we will do a very short activity to clarify how adults learn.

- Ask participants to think about a time when they learned to do something, and write down what they learned to do in notebooks. Ask 2-3 to say what they learned to do e.g. cooking, driving, using a computer. Ask participants to think back to the time they learned this new skill and answer these questions – write the answers in their notebook.

- Ask:

    (1) Did you decide yourself what you wanted to learn? *Probably yes*

    (2) While you were learning, did you share ideas with others, and get new ideas from friends? *Probably yes*

    (3) While you were learning, did you get help from others, and get involved in doing the activity? *Probably yes*

    (4) While you were learning, did you like others criticising you or pointing out your mistakes in front of your friends? *Probably no*

- Explain that your answers show that you are typical adult learners.

- Display Chart 11.2 "Key features of adult learning". Go through the points and link them back to the questions.

choice and control (2) share experiences (3) actively participate (4) need for respect, need for non-threatening learning environment

- Remind participants that when we work with adults, we need to work with them in ways that match these principles of adult learning. For example, adults are less likely to learn something new if we tell them what to do, or treat them in a disrespectful way. Highlight that it is especially important to respect adults and not embarrass them in front of others. If we work with adults in ways that are not consistent with adult learning principles, it is not easy to work with them.

- Ask the old SSOs to give some examples from their own experiences over the last year as an SSO, sharing how the way they worked with adults has changed and what results they have seen from that.

Activity 2   What is effective support?   40 minutes

- Explain that we will apply these principles of adult learning to real situations in schools through a group activity that will look at how we work with adults in a supporting role or an evaluating role

- Display "supporting role", "evaluating role" and 13 statements (on A4) on the wall.

- Explain that the statements are about working directly with teachers and Principals. Ask whose job this is, and agree that it's the SSOs' role: the SSO work directly with them. Tell participants that whilst some of them have been working in schools for one year, soon they will soon be going into new SSS schools for the first time, so it is useful for them to think about how to work with new school staff. They should also bear in mind that they need to understand how these relationships work in order to enable SSOs to develop them.

- Ask groups to categorise each statement under one of the two headings – write headings in notebooks and only the numbers for the statements that go with each. Be prepared to justify the category. Ask participants to refer to the Chart 11.2 – the key principles of adult learning – to guide choices.

- Start with statement 1, and ask one group to say where the statement should go: on "supporting role" or "evaluating role" and justify their answer.

- Place the statement under/near the heading, and ask other groups if they agree – ask for reasons for any change. Where there is no clear agreement, put the statement in the middle. Do the same with the other statements, asking groups in turn.

- It is good to start with a statement that is very clearly supportive or evaluative – this provides some guidelines on where others go: don't start with a statement that may cause disagreement on where it goes.

- Review the statements left over to see if participants agree where they should go – ask them to refer to principles of adult learning in making a decision. If no agreement, place the statements in the correct place– link to specific principles of adult learning

- Highlight activities that are not support activities – explain that these are evaluating activities. It may be useful to ask participants who in their district is responsible for evaluating Principals and schools, and agreeing that it is the Inspectorate / Quality Assurance team via the DEO and their inspectors.

- Point out that evaluation is not considered "bad" and support "good": there is a need for evaluation AND support. What we are trying to do in this activity is to show the types of activities SSO should focus on to provide effective support to SSOs themselves, principals, and teachers.

- Summarise with the following questions:
  - What are the main features of an evaluation role? Get responses from each group, there is no need to record the responses
    - Check to see if something is done, find and correct mistakes, evaluate someone's work, not equal relationship/done from position of authority, no real concern for adult's feelings/experience, no focus on immediate improvement.
  - What are the main features of an effective support role?
    - Provide guidance, partnership in improving skills, involves discussion/looking at options/making suggestions, friendly and equal relationship, giving individual feedback, share experiences, no harm to adult's self-esteem, immediate benefit

- Highlight that this is the focus for the support role expected of the SSO, who will model it for the SSOs, who need to work in this way with

principals and teachers. If we want to change ways of doing things in schools, we need to ensure the cooperation of teachers and principals – so in time, the supportive way that SSOs work with the principals will 'filter down' and enable them to work supportively with their teachers. This cannot happen by telling people what to do.

- Ask participants to talk to the person next to them and discuss the following: Did they apply the principles of adult learning in their work as an SSO last year? Was it successful? Can they give any tips to new SSOs? What will they try to do even better next year? Take feedback from a few volunteers.

Session summary   15 minutes

- Look back at Chart 11.2 and ask what participants did during this session to address the session objectives.

- Give out Handout 11.2 Give pairs time to look through it together and **briefly** discuss it. Do not read through it word by word – but point out some key areas such as the Dos and Don'ts at the end.

- Thank participants for their hard work this session.

Chart 11.1   Learning outcomes

Chart 11.2   Key principles of adult learning

To learn effectively, adults need to:
- have some choice and control in the learning experience
- actively participate (with others) in their own learning
- share and make use of their experience
- be respected as people with pride and experience
- learn in an emotionally non-threatening, safe environment

Handout 11.1

1 piece of A4 paper for each

2 title labels + 13 statements

Evaluating role

Supporting role

*1. agree with teachers to observe their lessons and give feedback

*2. praise a principal's efforts

  3. correct a teacher's mistakes on the blackboard

*4. ask a teacher to suggest how to improve his/her lesson

  5. write comments to correct a Principal's School Development Plan

  6. observe teachers' lessons, and tell them their mistakes in a whole group

  7. tell a principal the right way to do something

*8. help a principal to develop a plan for observing lessons

  9. tell a principal what mistakes they made when leading a staff meeting

*10. provide options for how a Principal could do something

*11. discuss with a Principal why school records are incomplete

*12. train principals in a group

*13. work with principals to lead training sessions and staff meetings in their schools

* indicates supporting role – do not draw * on A4 paper

Handout 11.2   Working with adults

The principles of adult learning
To work effectively with adults, it is important to understand how they best learn.   Adult learning is most effective when it:

1. **Is self-directed and goal focused**
Control over the learning process, and clear understanding of how the learning helps achieve goals makes for more effective learning

2. **Fills an immediate need**
Motivation to learn is higher when adults see that their immediate needs are met and content is relevant to these needs, particularly in their work

3. **Is participatory**
Learning is more effective when adults can participate in activities where they can work with each other

4. **Is experienced based**
Sharing experiences and learning from others, and linking new content to existing experiences leads to more effective learning

5. **Allows time to think and reflect**
Having opportunities to think about and discuss new knowledge/skills and how to relate these to existing knowledge/skills improves learning

6. **Has opportunity for feedback**
Improved learning takes place when constructive and supportive feedback is provided by peers and others in a support role

7. **Shows respect for the learner**
Learning will be aided in situations where there is mutual respect between adult learners and workshop facilitators/support personnel, and adult learners are treated as equals

8. **Takes place in a safe environment**
A cheerful relaxed environment where the self-esteem of adults is not threatened makes learning more effective

Effective support for adults

Effective support for adults must be consistent with, and build on the ways in which adults learn. Words such as "guiding", "mentoring", "advising" help define what support is, and imply a focus on two or more people working together to improve skills. "Correcting", "checking", "finding mistakes" are associated with a person in an evaluating role finding fault in, and assessing the work of others.

For effective support:

DO	DO NOT
• set targets or goals, and jointly plan activities to reach these • have reasonable expectations, and suggest small steps in new or difficult tasks • ask questions and listen while exploring options and helping to evaluate options • provide opportunities for practicing skills in a non-threatening environment • help people to use mistakes as learning experiences • identify talents, and strengths among those you work with, and provide them with a sense of personal worth • set an example for others, be a good role model	• lecture, moralise, or treat those you work with as employees • tell people what to do without allowing time for discussion, asking or answering questions • ask questions as if you are trying to pry or interrogate • violate confidences or trust from those with whom you work • be afraid to admit that you do not know an answer or that you have made a mistake, find the correct answer and learn together • make promises that you cannot keep • expect immediate visible results from people or set them up to fail

Session: 12 Change   **60 minutes**

Session objectives

By the end of the session participants will be able to:

- explain the process of change and why change can be difficult
- reflect on experiences with change last year and prepare for change next year

Materials

Chart 12.1	Session objectives	Introduction
Chart 12.2	Lewin model of change	Activity 2

Activity outlines

Session introduction		5 mins
Activity 1	What is change?	10 mins
Activity 2	The process of change	15 mins
Activity 3	Thinking about change	15 mins
Activity 4	Preparing for change	10 mins
Session summary		5 mins

Background and key points for facilitators

We are going to have a quick look at the topic of change, because so much of what we are talking about includes bringing about change.

Change is a natural process of moving from one way of doing something to another way. It involves strong emotions such as confusion, fear, and uncertainty as people move from what they are familiar doing to doing it in a new way. Change takes time.

Change can sometimes be disorganized if it is not managed well. To manage change effectively, it is important to understand what change is and that it does not have to involve feelings which are negative and can be very strong. It is also necessary to understand that there can be barriers to change - people or forces that resist change, and people or forces that help achieve or realise change (sometime called enablers).

Change has to happen urgently in the State's public schools because they are not providing a good service to children. However, change is also an ongoing process: after the intervention of Leh Wi Learn and SSOs, schools should continue to change and improve by evaluating progress, planning and taking actions every year.

Session introduction   **5 minutes**

1. Tell participants that much of what we have looked at this week includes bringing about change.
2. Change is an ongoing process We introduced changes in JSS last year and these schools should continue to change and improve. SSOs will be supporting this continued change. In addition SSOs will be supporting SSS to change their approach and become more effective. Change is such a big part of what we do that we need this session all about it.
3. So, now we will take a quick look at Change – what change is and how we can manage it.
4. Review session objectives (Chart 12.1)

Activity 1: What is change?   **10 minutes**

1. Ask everyone to write their name very neatly in their notebooks. Then ask them to write it with their other hand. Ask, 'How did you feel writing with the other hand?'
   Responses may include uncomfortable, strange, uneasy, frustrating, not normal
2. Say, 'What if I told you that you had to write your notes with that hand for the rest of the workshop - How would you feel about that?'
   Responses may include such words as uncomfortable, strange, uneasy, frustrating – but probably more so, maybe feeling angry, impatient

3. Explain that this is an example of what sudden change feels like (5 minutes)

4. In pairs, discuss (2 minutes) and find words/ phrases to describe 'change.' Ask volunteers to share their words/phrases.

5. Record on chart paper
    Responses may include transformation, move from one state to another, alteration, shift in behaviour and attitude

Activity Summary

6. **Change is a process of moving from one way of doing things to another way of doing things.** In schools, this means moving from the current way of managing things towards becoming an effective school. In the classroom, change means moving from the current way of teaching students to a new way that encourages them to be thinking and practicing for most of the class. Change means shifting our way of working with teachers (and head teachers and HODs). One example of this is to change the way **we** think about teacher improvement, from checking and monitoring to supporting and guiding. Last year we introduced changes in JSS schools, teachers and students are still working through these changes. This year we will continue this and introduce changes into SSS.

Activity 2: The process of change   **15-20 minutes**

1. Show **Chart 12.1**: Lewin model of change, uncovering each stage one at a time as you discuss it. Lewin   (German – American Psychologist 1890-1947) describes change as a three stage process.

    Unfreezing: **disrupting the normal way of doing things** - the first part of change, when the change first happens – moving onto something different. *It is useful to link this back to changing hands for writing*

2. How did you feel writing with the hand you normally write with*? Probably comfortable, familiar*

3. How did you feel when you first started writing with your other hand? *Maybe uneasy, uncomfortable*
    Change: **a process of adjusting** - state of confusion, uncertainty, adjusting, not sure about things. *Again link to changing hands to write*

4. Ask - If you had to write with your other hand for the whole workshop, how would you feel? *(Probably still a little uncomfortable at the end of the day)*
    Freezing: **the new way of doing things become normal** – new habits are formed and feel normal and comfortable

- When might this happen with writing with your other hand? *Maybe after 2-3 months*

5. Which stage are you at right now in this process of writing with your other hand? *Likely to be Unfreezing or Change*
6. Who can give an example of a change that has happened in the education system, in wider society, or in your own life? An example in which you can recall these 3 specific stages of change? (e.g., participants may give an example of technology use, i.e., older people in the population starting to use Whatsapp or in schools JSS teachers starting to use LPMs)

Activity Summary

1. Change is a process, or a journey – something which takes time. But, change is not just an event that takes place over time. It also involves strong emotional feelings. This is often negative, and is a natural and normal part of change.

2. Sometimes there is resistance to change – perhaps people fear they will lose something as a result of this change (ask briefly about what a teacher might fear losing as a result of the change process, i.e., as a result of having to use the LPM). Sometimes there are forces which can help overcome these barriers. Change happens. All the time. Continuously. Our job is to try and think how to manage and support this change, developing strategies to overcome understandable resistance.

Activity 3: Thinking about change   **15 minutes**

1. Ask pairs to briefly discuss: **What change did you find difficult to introduce in your role last year? What did you do to overcome this?**
2. Take feedback from some pairs. Encourage others to respond to what they say. Did they have a similar experience? How did they overcome it?
3. Try not to talk too much and allow participants time to discuss their experiences with change as an SSO last year.

Activity 4   Preparing for change   **5-10 minutes**

1. Ask pairs to briefly discuss: **What have they seen or discussed this week that has motivated them to change schools in Sierra Leone?**

2. Take feedback and briefly discuss. It's likely to be to the baseline figures from session 2. If these aren't mentioned, remind participants of them. Show them the chart from session 2 with these results again.

3. Knowing what the situation is can be a powerful motivation for change. It also tells us exactly what it is we need to change.

4. Ask participants to think about one thing that they will change in their own actions in order to be even more effective next year (if they are an old SSO) or be effective in their first year (if they are a new SSO).

5. Now ask participants to discuss together what they will do to manage change next year.

Session summary   5 minutes

1. Review the session objectives. Agree that a lot has been covered, but the main ideas are the process of change, and SSOs reflecting and preparing for change.

Materials

[Chart 12.1]

<u>Session objectives</u>

By the end of the session participants will be able to:

- explain the process of change and why change can be difficult
- reflect on experiences with change last year and prepare for change next year

[Chart 12.2]

<u>Lewin's Model of Change</u>

"Unfreezing"	**a stage of disrupting the normal way of doing something** – moving out of the comfort zone into something new
Change	**the process of adjusting to the new way of doing something** – often involves confusion, uncertainty, and may involve frustration, fear, anger
"Freezing"	**the new way of doing something becomes normal** – new habits are formed, things feel comfortable and normal

Week 2

[Handout 13.1]

Sierra Leone's Five-Step Lesson Structure

The new national lesson plans for Sierra Leone include 35-minute lessons that follow a 5-step structure:

Step		Description	Time Allotted
1. Opening		▪ Teacher recaps prior learning ▪ Teacher states what is to happen today (objective), why it is important, and relationship to prior learning – Sample objective "Pupils will be able to expand algebraic expressions by multiplying"	2-3 min
2. Introduction to New Material (INM) *("I Do")*		▪ Also known as "Direct Instruction" or "I Do" (I, the teacher, am doing most of the work and thinking) ▪ The teacher delivers new content to the pupils, emphasizing the key points and using teaching aids / activities that enable pupils to take in the information	10 min
3. Guided Practice (GP) *("We Do")*		▪ Also known as "We Do" (We, the teacher and pupils, are jointly doing the work and thinking) ▪ This is practice that the teacher and pupils do together ▪ Often involves the teacher at the board, guiding the pupils through problems (from easy to hard) ▪ Guided practice is "guided" (i.e., the teacher helps) because after learning the new material, pupils are not yet ready to do problems independently	10 min
4. Independent Practice (IP) *("You Do")*		▪ Also known as "You Do" (You, the pupils, are doing the work independently) ▪ Every pupil does problems, including all the thinking for the problems. They may be working completely independently or in groups, but they are leading the practice (not the teacher) and should demonstrate mastery of the objective independently ▪ The teacher circulates the room, checks answers, and provides feedback and assistance as needed	10 min
Closing		▪ The teacher wraps up the lesson by summarizing what was just learned and the importance of it ▪ Teacher often checks for pupil understanding by giving a short quiz	2-3 min

With this approach, pupils are ACTIVELY learning – pupils are THINKING and PRACTICING for most of the lessons (they are practicing for 20 of the 35 minutes in the lesson!)

1

Sierra Leone's SSS Four-Step Lesson Structure

The new national lesson plans for Sierra Leone include 35-minute lessons that follow a 4-step structure:

Step		Description	Time Allotted
1. Opening		• Teacher recaps prior learning • Teacher states what is to happen today (objective), why it is important, and relationship to prior learning — Sample objective "Pupils will be able to expand algebraic expressions by multiplying"	2-3 min
2. Teaching and learning *("I Do")*		• Also known as "Direct Instruction" or "I Do" (I, the teacher, am doing most of the work and thinking) • The teacher delivers new content to the pupils, emphasizing the key points and using teaching aids / activities that enable pupils to take in the information	10 min
3. Practice *("We Do" and "You Do")*		• Also known as "We Do" (We, the teacher and pupils, are jointly doing the work and thinking) • This is practice that the teacher and pupils do together • Often involves the teacher at the board, guiding the pupils through problems (from easy to hard) • Guided practice is "guided" (i.e., the teacher helps) because after learning the new material, pupils are not yet ready to do problems independently • Also known as "You Do" (You, the pupils, are doing the work independently) • Every pupil does problems, including all the thinking for the problems. They may be working completely independently or in groups, but they are leading the practice (not the teacher) and should demonstrate mastery of the objective independently • The teacher circulates the room, checks answers, and provides feedback and assistance as needed	20 min
Closing		• The teacher wraps up the lesson by summarizing what was just learned and the importance of it • Teacher often checks for pupil understanding by giving a short quiz	2-3 min

With this approach, pupils are ACTIVELY learning – pupils are THINKING and PRACTICING for most of the lessons (they are practicing for 20 of the 35 minutes in the lesson!)

[Handout 15.1]

Do's and Don'ts of Conducting Lesson Observations

- DON'T:
  - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
  - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
- DO:
  - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
  - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
  - Try to sit / stand somewhere where you are not prominent
  - Observe the pupils as well as the teacher
  - Show interest in the lesson
  - Take notes in your notebook
  - Thank the teacher as you leave the classroom
  - Fill out your Observation Form immediately afterwards

Do's and Don'ts of Giving Feedback

- DON'T:
  - Give feedback in front of other teachers (unless this is pre-approved by the group of teachers)
  - Lecture the teacher on a list of the "mistakes" he/she has made

- Wait too long to give the feedback
- Criticise the teacher
- Be negative
- Get emotional

o DO:

- Give feedback face-to-face (whenever possible)
- Describe observed behaviours and data (e.g., number of pupils who raised their hands), not character traits
- Be direct
- Explain <u>why</u> you are recommending they make the change you suggest (the impact)
- Balance telling and asking questions/listening
- Give feedback in a timely fashion (i.e., as soon as possible after the observation)
- Be honest
- If the teacher gets emotional, deal with the emotions first
- Pay attention to the teacher's non-verbal cues
- Use positive, encouraging language and tone. Ask yourself **"How would I feel if someone else said these things to me?"**
- Remain professional

[Handout 15.2]

Feedback Model
The four steps to giving feedback

🟩 Positive feedback (e.g., sharing the Two Stars)
🟥 Feedback on key lever (e.g., sharing the 1 Wish)

4

Give concrete action step (key lever) or recognition / encouragement

"Excellent job with _____! It's really great to see this working so well in the classroom. Please continue doing this!"

3

Pause and listen for response / questions

[Pause for teacher's response] If no teacher response, then ask
- "Do you agree?" OR
- "How is that landing with you?" OR
- "Did you notice the same thing?"

- *"I would suggest that next time you do _____ instead"   OR*
- *"Maybe you could do _____" OR*
- *"You might like to try _____" OR*

2

Explain impact on students

"When you do _____, the pupils do / feel _____"

Same as above

"I suggest we try practicing this together now."

1

Describe observed behavior & give example

"I liked the way you _____. For example, during ___ part of the lesson you did _____."

"I noticed that you _____. For example, during _____ part of the lesson, you _____."

Same as above

[Handout 15.3]

Feedback Model – Example #1

Positive and adjusting feedback

🟩 Positive feedback (e.g., sharing the Two Stars)
🟥 Feedback on key lever (e.g., sharing the 1 Wish)

4

Give concrete action step (key lever) or recognition / encouragement

3

Pause and listen for response / questions

2

Explain impact on students

1

Describe observed behavior & give example

I liked the way you redirected questions to children in different parts of the room. For example, when Matthew asked…"

"I noticed that you spoke at a low volume for much of the lesson. For example, during the Intro to New Material, I was standing in the back and heard almost none of it."

"When you redirect questions to children in different parts of the room, more pupils are engaged and included in the lesson."

"When the students in the back of the room can't hear you, they miss the entire Intro to New Material and will not be able to do GP or IP. This means they will not meet the lesson objective."

[Pause for teacher's response] If no teacher response, then ask
• "Do you agree?" OR
• "How is that landing with you?" OR
• "Did you notice the same thing?

Same as above

"Really nice job with this. It's exciting to see your classroom become so inclusive. Definitely keep doing this!"

"I would suggest that from now on you project loudly, speaking even more loudly than you think you need to. You can even teach the students a hand signal (e.g., point to their ear) so they can indicate to you when you're not speaking loudly enough. I suggest we try practicing this together now."

11

[Handout 12.4]

Feedback Model – Example #2
Less directive, more collaborative feedback

Teacher is a more experienced, more self-aware teacher so the SSO uses a more collaborative approach in which he/she asks more questions and includes the teacher in the process of identifying the strength and/or key lever.
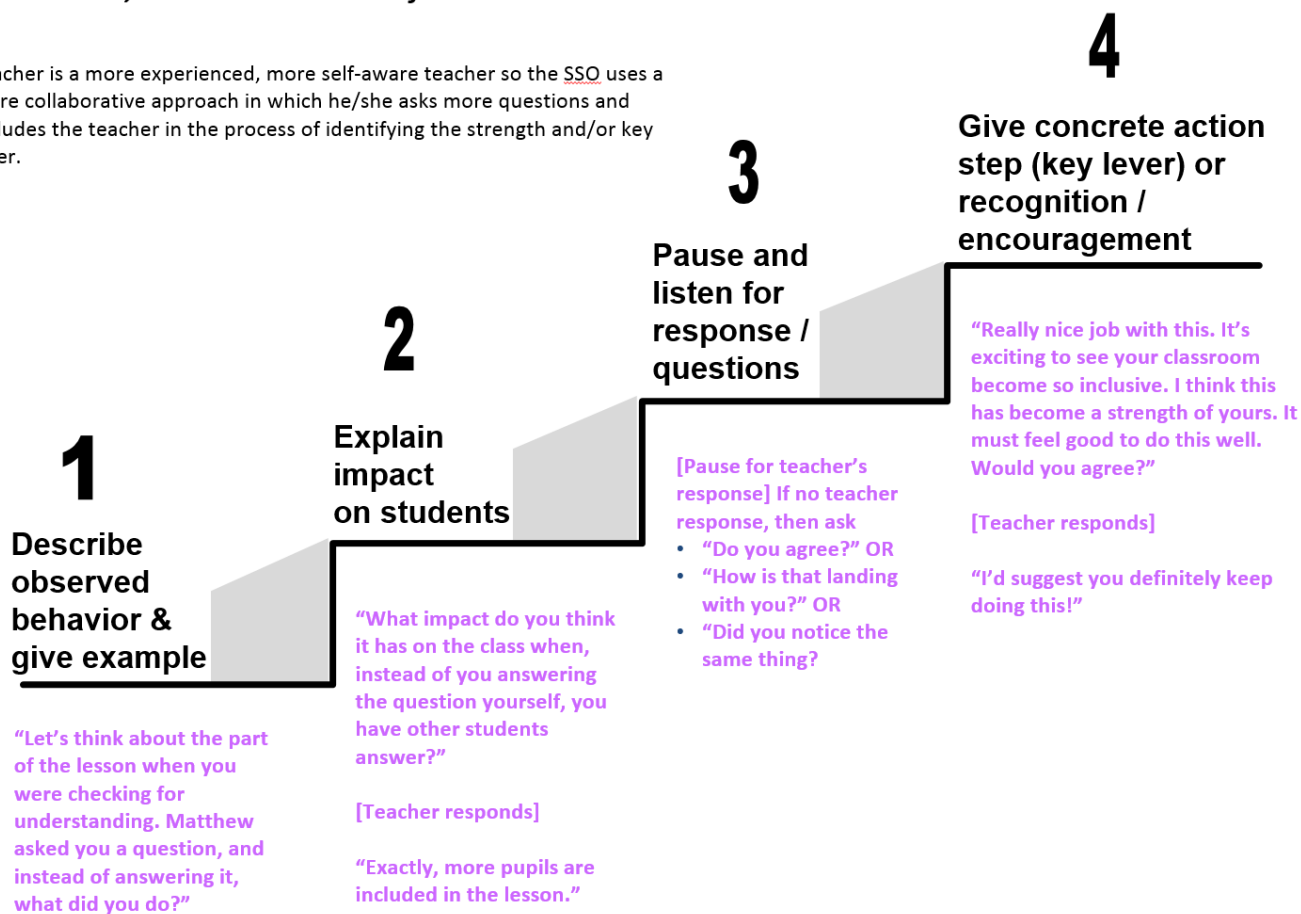
4

Give concrete action step (key lever) or recognition / encouragement

"Really nice job with this. It's exciting to see your classroom become so inclusive. I think this has become a strength of yours. It must feel good to do this well. Would you agree?"

[Teacher responds]

"I'd suggest you definitely keep doing this!"

3

Pause and listen for response / questions

[Pause for teacher's response] If no teacher response, then ask
- *"Do you agree?" OR*
- *"How is that landing with you?" OR*
- *"Did you notice the same thing?*

2

Explain impact on students

"What impact do you think it has on the class when, instead of you answering the question yourself, you have other students answer?"

[Teacher responds]

"Exactly, more pupils are included in the lesson."

1

Describe observed behavior & give example

"Let's think about the part of the lesson when you were checking for understanding. Matthew asked you a question, and instead of answering it, what did you do?"

[Handout 15.5]

<u>Role Play #1: SSO</u>

⭐   Good relationship with students. You noticed that the teacher knows students' names, the students smile at him and seem comfortable speaking up in class

⭐ Good pacing – teacher started class on time and stuck to the minutes allocated to each part of the lesson plan

⭐

     Teacher was not monitoring students during Independent Practice. He was checking his phone / Whatsapping people during Independent Practice. He did not circulate the room or provide help or feedback to students.

<u>Role Play #1: Teacher</u>
When the SSO tells you that you should not be checking your phone during Independent Practice, make excuses for a little while. For example, "But teachers have so few breaks to check their phone. It's a very busy school day. I need a few minutes to take a break" etc.

_____

<u>Role Play #2: SSO</u>

⭐   Teacher used positive language with students. For example, he acknowledged when students met expectations (said "thank you class for starting your independent practice quickly"). He also gave praise to students who went above and beyond expectations. For example, a girl at the front did a really excellent job explaining the math problem to the class and he praised her for explaining it so clearly.

⭐ Teacher is very engaging – students are excited and interested by the lesson and perceive him to be fun.

⭐

     Teacher was not following the Lesson Plan Manual (LPM).

<u>Role Play #2: Teacher</u>
When the SSO tells you that you should be following the Lesson Plan Manual (LPM), politely resist for a little while.
- First, say that it takes too much work to use a whole new lesson plan manual. After all, just recently everyone was given the Accelerated curriculum and now there's something new to use.
- When the SSO pushes you to use the LPM, finally admit that you have trouble reading and understanding the lesson plan.

Be nice the entire time and allow the SSO to help you if he/she offers.

Role Play #3: SSO

⭐   Teacher explained the Introduction to New Material very clearly and used helpful teaching aids. Fo example, while demonstrating the parts of a fraction, the teacher cut circles into different slices and gave each pair of students a different paper circle that represented a differetn fraction.

⭐ Teacher was prepared for the lesson. It was obvious that teacher had read LPM beforehand. The objective was written on the board and the problems for Guided Practice and Independent Practice were written on the board before class.

⭐

Teacher flogged a student when he spoke without raising his hand.

Role Play #3: Teacher
When the SSO tells you that you should not be flogging students, make an excuse: "Flogging is how all the teachers at our school discipline and control the students." If the SSO gives you a good reason why flogging should no longer happen, give in to the SSO (i.e., agree to stop flogging)

Handout 16.1   Example Maths SSS1 Term 1 Pupil Handbook

Lesson Title: Percentages as Fractions and Decimals	**Theme:** Numbers and Numeration
Practice Activity: PHM-07-037	**Class:** JSS 1

> **Learning Outcome**
> By the end of the lesson, you will be able to express percentages as fractions and decimals.

Overview

Remember that percentage is out of 100. To convert a percentage to a fraction, simply place the numbers over a denominator of 100 and simplify to its lowest term. For example, 50% is the same as $\frac{50}{100}$. We also need to simplify it: $50\% = \frac{50}{100} = \frac{1}{2}$.

To express percentage as a decimal, divide the percentage by 100. Recall what happens when we divide a decimal or whole number by 100 - the decimal place moves 2 digits to the left. For example, consider 40%. The decimal place moves 2 digits to the left:

$$40\% \div 100 = 0.40$$

0.40 can be simplified to 0.4.

Solved Examples

1. Convert the percentages to fractions:
   a. 60%   b. 48%   c. 10%   d. 15%   e. 97%

   Solutions

   a. $60\% = \frac{60}{100} = \frac{6}{10} = \frac{3}{5}$

b. $48\% = \frac{48}{100} = \frac{12}{25}$

c. $10\% = \frac{10}{100} = \frac{1}{10}$

d. $15\% = \frac{15}{100} = \frac{3}{20}$

e. $97\% = \frac{97}{100}$

2. Convert the percentages to decimals:

    a. 12%   b. 5%   c. 90%   d. 41%   e. 10%

Solutions

a. $12\% = 0.12$

b. $5\% = 0.05$

c. $90\% = 0.90 = 0.9$

d. $41\% = 0.41$

e. $10\% = 0.10 = 0.1$

3. Ali and Sam shared a bowl of rice. Ali ate 20% of the bowl. Sam ate 0.3 of the bowl. Who ate more?

Solution

To compare fractions, decimals and percentages, we should convert them all to the same form. We can then use the skills we know to compare them. Let's convert 20% to a decimal number, then compare it to 0.3.

Conversion of Ali's part: $20\% = 0.20 = 0.2$

We know that $0.2 < 0.3$. Sam ate more than Ali.

4. Juliet and Sia shared a pawpaw. Juliet ate 40% of the pawpaw, and Sia ate $\frac{1}{5}$ of the pawpaw.

    a. Write both numbers as fractions.

    b. Find how much they ate in total. Give your answer as a fraction.

    c. How much of the pawpaw is left? Give your answer as a fraction.

Solutions

a. Sia's part is already a fraction, $\frac{1}{5}$. Convert Juliet's part to a fraction:

$$40\% = \frac{40}{100} = \frac{4}{10} = \frac{2}{5}$$

b. Add to find the total they ate: $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$ of the pawpaw

c. Subtract the total amount they ate from 1 to find how much is left: $1 - \frac{3}{5} = \frac{5}{5} - \frac{3}{5} =$ $\frac{5-3}{5} = \frac{2}{5}$ of the pawpaw

Practice

1. Write as fractions in their simplest form: a. 9%   b. 45%   c. 61%
2. Convert the percentages to decimals: a. 7%   b. 21%   c. 80%
3. Mohamed and Joseph shared a watermelon. Mohamed ate $\frac{1}{2}$ of the watermelon, and Joseph ate 20%. Who ate more?
4. Bendu, Hawa and Fatu share a watermelon. Bendu eats 25% and Hawa eats $\frac{1}{3}$. Fatu eats the rest.
    a. Write both numbers as fractions.
    b. Find how much Bendu and Hawa ate in total. Give your answer as a fraction.
    c. How much did Fatu eat? Give your answer as a fraction

Handout 16.2   Example English SSS1 Term 1 Pupil Handbook

Lesson Title: Poems (Continuation)	**Theme:** Reading
Practice Activity: PHL-07-040	**Class:** JSS 1

> **Learning Outcomes**
> By the end of the lesson, you will be able to:
> 1. Revise literary terms – simile, metaphor and personification.
> 2. Give examples of each.

Overview

Poetry is a type of literary work where feeling and ideas are expressed with **descriptive language**. Poems have lines, not sentences. They can have lines of just one or two words. They can tell stories or they can describe something meaningful.

Descriptive language appeals to the reader's five senses: taste, touch, sight, smell and hearing. Literary devices help the writer to create interesting descriptions:
- **Similes** use 'like' or 'as' to make a comparison.
  - Example: Its fur was as soft **as** silk.
- **Metaphors** also make a comparison, but they do not use 'like' or 'as'.
  - Example: Its fur was silk in my hands.
- **Personification** gives human characteristics to something that is not human.
  - Example: The moon smiled at me.

Practice

Activity 1

Read the following poems aloud. Look for examples of metaphors, similes and personification as you read.

I Wandered Lonely as a Cloud
by William Wordsworth
I wandered lonely as a cloud
That floats on high o'er vales and hills
When all at once I saw a crowd
A host of golden daffodils
Fluttering and dancing in the breeze.

The City
by Langston Hughes
In the morning the city
Spreads its wings
Making a song
In stone that sings.

In the evening the city
Goes to bed
Hanging lights
Above its head.

Activity 2

Identify whether the following sentences are an example of metaphor, simile or personification.
1. Her smile is like the sun.
2. My sister is a queen to my mother.
3. The warm smile of the sun shone down on me.
4. I whispered as softly as a mouse.
5. She is a ball of energy.
6. The leaves waved at me in the wind.

Activity 3

The following words are given with their definition. Use each word in a sentence.
1. float: to move slowly on air or water
2. vale: a valley
3. daffodil: a yellow flower
4. flutter: fly or move by using wings quickly
5. breeze: a very light wind

Handout 16.3   Case studies

Case 1
The SSO goes into the classroom to observe the teacher and notices that there are no Pupil Handbooks. After the lesson the SSO asks the teacher where the Pupil Handbooks are. The teacher says they arrived in school but the Headteacher has them.
What can the SSO do?

Case 2
A teacher says to the SSO that there are not enough Pupil Handbooks for all the children in her class. She asks the SSO to help.
What can the SSO do?

Case 3
Whilst observing a lesson you notice that a couple of students finish the work very quickly. The teacher is busy helping other pupils. The pupils who are finished get bored. After the lesson the teacher says the two pupils always finish quickly and he doesn't know how to help them.
What can the SSO suggest?

Case 4
The pupils all have Pupil Handbooks in the lesson but they stay closed and they are not told to use them in class or at home. After the lesson the SSO asks the teacher about this. The teacher replies: "I don't know how I can use them. I don't have time to plan on how to use them".
What can the SSO do?

Case 5
When observing the lesson you notice that many students did not fully understand the concept and they haven't had sufficient time to practice it. You discuss this with the teacher. The teacher agrees that is an issue but is worried that they need to move to the next lesson in order to complete the curriculum and LPM in time. The students just need some more time to practice what they have learned.
What can the SSO suggest?

Case 6
As you are walking to school you notice a couple of English Pupil Handbooks in the playground. They are torn and have been left.
What can the SSO do?

[Handout 18.1]

Common Key Levers and Suggested Practice / Plan Exercises to Do With Teacher

Key Lever	Practice / Planning to do with teacher
Teacher needs to speak audibly	Ask teacher to open the LPM to tomorrow's lesson. Teacher stands in front of room and begins delivering the lesson while SSO stands in very back of room, gesturing to teacher if the volume is too low.
Teacher needs to follow the LPM	
Teacher needs to read and understand the lesson plan in advance of the lesson	
Teacher needs to prepare the board (with objective, practice problems, etc.) for the lesson in advance	

Teacher needs to follow the lesson plan structure	
Teacher needs to use gender responsive language	
Teacher needs to use positive language to encourage students	
Teacher needs to scan the room for compliance after giving instructions students know that there is accountability for following teacher's directions	
Teacher needs to increase speed of transitioning between activities (i.e., use class minutes more efficiently)	

[Handout 18.2]

Prompts for Role Plays

Role Play #1

SSO: You have observed and met with this teacher a few times before. You have just finished today's observation and have decided on the Two Stars and 1 Wish to communicate to the teacher. You have not yet decided on how to Practice / Plan with the teacher. The feedback meeting begins in 3-4 minutes, so take a few minute right now to make your plan.

Two Stars:

       Star #1: Teacher has created a positive, welcoming class environment
       Examples: Students smile at teacher, children with disabilities have been included, students pay attention to the lesson. This is different from how you've seen these same students behave in another teacher's classroom

       Star #2: Teacher is following the lesson plan structure
       Examples: Teacher clearly did a quick Opening (2 minutes) and an Intro to New Material (9-10 min) and then moved on to Guided Practice right before you left the classroom (The teacher instructed the students to solve the problem $4x+5 = 13$ in pairs and said they'd review the problem as a class afterwards)

1 Wish:
Wish: Teacher needs to fully follow all parts of the LPM (Teacher, on two occasions, wrote the wrong answer on the board because he was using problems from his own head instead of those in the LPM. You wrote, in your notebook, that he solved the problem $3x + 5 = 2$ the following way:

$3x + 5 = 2$
$3x = 3$
$x = 1$

Actions that Will Help the Teacher Achieve This Wish:

- Read the LPM for each day in advance and message SSO if any parts are unclear
- Hold the LPM in hand during the lesson, using the script and the exact problems that are in the LPM

Practice & Plan: ???

_____

_____

Teacher: You are pretty tired today and, at the beginning of the conversation, you're not really in the mood for feedback. It took you over an hour to get to school today in the rainy season and the school leadership changed your timetable for the 3rd time. Interrupt the SSO while he/she is giving feedback and start complaining about these things. If the SSO makes time to listen to you and then encourages you, then be in a better mood in which you're open to the feedback.

Role Play #2

SSO: You have observed and met with this teacher a few times before. You have just finished today's observation and have decided on the Two Stars and 1 Wish to communicate to the teacher. You have not yet decided on how to Practice / Plan with the teacher. The feedback meeting begins in 3-4 minutes, so take a few minute right now to make your plan.

Two Stars:

> Star #1: Teacher knows students' names, despite having a large class size (50 students)
> Examples: On several occasions, teacher called students by their name.

> Star #2: Teacher clearly presents academic content so that students comprehend the key information and ideas. Explanations are coherent, cohesive, and correct.

> Examples: Teacher very clearly explained the features of a semi-formal letter (during Intro to New Material). He/she emphasized the main points by increasing volume and using appropriate hand gestures.

1 Wish:

Wish: Teacher needs to use gender-responsive language. *(You see the teacher only asks questions to boys and uses discriminatory language against girsl. E.g. "Girls can't learn maths".).*

Actions that Will Help the Teacher Achieve This Wish:

- Ask the teacher to think about whether they included both boys and girls in the lesson.
- Help the teacher see that they were not supporting girls to learn when, infact, girls are equally capable of learning maths.
- Suggest that when the teacher asks questions they ask one boy, then one girl so that they are including both genders.
- Explain that next lesson they will look together at how the teacher included both girls and boys and look for improvements.

Practice & Plan: ???

_____

_____

Teacher: You are happy to receive help, especially since you hadn't even noticed that this was something you had been doing. It wasn't conscious – it was an unconscious bias.

Pretend that you don't fully understand what the SSO means until they explain.

[Handout 19.1]

Script for First Meeting with Teacher

Good morning / afternoon, Sir / Madam.

I am _____ *[insert name]*, a School Support Officer from the Leh Wi Learn programme, which is run by the Ministry of Basic and Senior Secondary Education and funded by the Department for International Development (DFID). Leh Wi Learn is working across Sierra Leone to improve secondary school education. Last year we started worked with JSS and this year we will also be working with SSS. We will focus on Math and English Language subjects and support Free Quality School Education.

Our aim is to support you in effectively implementing the national scripted lesson plans. I will visit your classes during lessons once every week or two weeks, watch you teach, and give you feedback. I am not an evaluator. I am only here to support you, to help you grow as a teacher.

When I provide you with feedback, we will always discuss two "stars" and one "wish" about the lesson. The stars will be two strengths I observed in your teaching that day and the "wish" is one area for improvement. I will help you practice the area for improvement and plan how to make the change during the next lesson. When I come back the following visit, I will hope to see that you've implemented the feedback so that each week we can focus on a new area of improvement. Again, I do not evaluate you. My job is not to monitor you, but to support you. *[pause, let teacher respond. If teacher doesn't speak, ask* "Does this sound okay to you?" or "Do you have any questions on what I've told you so far?"]

I would also like to ask you not to stop your lesson when I enter your classroom. Sometimes I may arrive at the beginning of class, sometimes in the middle or towards the end. In any case, please do not let me interrupt the class ☺ There is no need to have the pupils stop to greet me. I'd like the pupils to remain focused on you and the lesson and I will quietly go stand in the back and not draw attention to myself. I may, however, walk around during independent practice to see how the pupils are doing the problems. Does this work for you? *[pause for resonse]*

Do you have the Lesson Plan Manuals? *[pause for response]* Were you able to attend the 2-day training in September on using the Lesson Plan Manuals? *[pause for response]* Do you feel comfortable with the lesson structure or would you like to review it together quickly now?

The LPM include the national scripted lesson plans that the Ministry would like all teachers in the country to use each day. It was developed by the IRC and the Ministry together and is aligned with the new national syllabi. We are very excited that there is a scripted curriculum for all of Sierra Leone – if teachers use it effectively, we really believe that learning outcomes will increase and pupils all across the country will benefit. You should not be ashamed to actually carry the LPM around with you – to have it in your hand.

I think it will be important for us to have a good relationship – this is important if we will be working together, in partnership. Would you mind giving me your phone number and I will give you mine? *[Exchange phone numbers with the teacher]*

I'd like to plan the times that I can visit your class. Would you share your timetable with me so I know what time and days you'll be teaching? *[Copy down timetable or take a shot of it].*

I would now like to discuss what time we can have our feedback meetings. Do you have any breaks during the day? Would you be able to stay after school on the day of my lesson observation if I give you advance notice? *[Based on teacher's response, discuss and decide whether it's best to have the meeting during the school day, after school, or whether both options are fine]*

Thank you, so much Ms./Mr. _____ *[insert teacher's name].* I really look forward to working with you this year and will be here to observe your lesson on _____ *[insert date].* Please call me or Whatsapp me at any time if you have questions or need support with the lesson plans.

[Handout 19.2]

Teacher Prompt #1
You already know about the LPM, you went to the 2-day training, and you know the lesson structure very well. You are currently using Term 1 lesson plans. You seem excited to have support and happy to meet the SSO.

Teacher Prompt #2
When the SSO is explaining his/her role of supporting you, you interrupt "I don't think I need any support."

You have never heard of the LPM. You did not attend the training and you've never seen the LPM (i.e., you do not have a copy of it). You seem "okay" at the idea of meeting the SSO and only start to seem happy if the SSO does a good job of explaining everything to you, says he/she will help you get the LPMs, and is smiling and encouraging.

Teacher Prompt #3
You have the LPMs, went to the 2-day training, and loosely know the lesson structure. You're kind of grumpy and don't really want to start using the LPM. When the SSO pauses, you blurt out, "I don't see the purpose of these LPMs. Why should I use them? I'm a good teacher and don't need them."

[Handout 19.3]

Script for First Meeting with Principal

Good morning / afternoon, Mr. Principal / Madam Principal

My name is _____ [insert name] and I am the School Support Officer from _____ District assigned to your school. Do you have a few minutes to talk now?

[Pause. If Principal is busy, ask if there is a good time to come back later]

I would like to introduce myself and tell you a little bit about the SSO programme and the role I will play, with your support. Are you familiar with the LPMs and SSO support introduced in JSS last year? *[Pause. If the Principal attended this meeting, he/she may already know some of the information on SSOs and you should adjust conversation accordingly.]*

The SSO is a new role introduced by the Ministry of Education and the Leh Wi Learn programme. The objective of the SSO programme is to support teachers to improve teaching by using the new national Lesson Plan Manual.

I will be working in your school primarily to support SSS Math and English teachers in using the LPM. I will visit the Math and English teachers in their classes during lessons once every week or two weeks. I'll watch them teach and then meet with them to give feedback. I am not an evaluator. I am not a monitor – I'm only here to support the teachers. *[Pause]*

When I observe teachers, I will ask that they not interrupt class and have the pupils greet me. I'd like the pupils to stay focused on the teacher and the lesson. I will simply slip into the room and not draw attention to myself. After observing teachers, I will give them feedback on what they've done well and one area of improvement. I will help the teacher practice the area for improvement and plan how to make the change during the next lesson. When I come back the following visit, I will hope to see that the teacher has implemented the feedback so that each week we can focus on a new area of improvement. How does this sound so far? *[Pause, wait for response]*

What are the main challenges you notice in the teaching occurring in your school? What do teachers need the most help with? *[Pause, wait for response]*

For the first term, I have two main goals for the teachers. First, I aim to ensure every Math and English teacher in the school is using the LPM. I will encourage teachers to carry their LPM in their hand as they teach. We want teachers to use all of the problems and statements directly from the lesson plan manual. My second goal is to ensure every teacher is using positive language with students and avoiding flogging. Are you in agreement with these two goals? *[Pause, wait for response]*

At this time, we'd like all teachers to start using Term 1 lessons, starting at the beginning of the Term 1 LPM. Does this sound good to you? Do you have any concerns or questions? *[Pause for response]*

I would very much like it if, in the future, you, the Vice Principal, or the HODs do the observations and feedback with me and continue to do this even when I am not at the school. Is this something you think is possible? *[Pause for response. Save this question until the next meeting if the Principal is not positive or encouraging up until this point.]*

I'd like to plan the times that I can visit your Math and English teachers. Do you have a timetable for the school that I can copy? *[If no timetable, ask for the school schedule – i.e., what time does the school day start and end? When is the break? Is there lunch? Do JSS teachers only teach in the morning or also in the afternoon? Is there a specific time daily for Math and English? Do the teachers have any free periods during the day?]*

May I have your phone number so I can notify you of my visits? Would you like my number as well? *[Exchange phone numbers with the Principal]*

Thank you, so much Ms./Mr. _____ *[insert Principal's name].* I really look forward to working with you this year and supporting your teachers. Please call me or Whatsapp me at any time if you have questions or need support with the teachers.

[Handout 19.4]

Principal Prompt #1
When the SSO mentions the LPMs, say that you don't have enough LPMs for your teachers.

Principal Prompt #2
You are very resistant to making your teachers use scripted lesson plans – some of them are very experienced teachers who have been teaching lessons that they wrote themselves and they've been teaching these lessons for many years. Why should they have now start using a script?

If SSO gives a good explanation, then you agree to use them.

Principal Prompt #3
You do not have a timetable of the school and seem to have no idea when your teachers teach.