

# Punjab Education Foundation

School Leadership Program (SLP)

4-Days Activity-Based Training

LEVEL TWO TRAINING MANUAL



## **Chairman's Message for PEF Head Teachers**

I welcome the head teachers of PEF schools. I believe that our head teachers are dedicated and shall continue to work with zeal and commitment for the cause of free, quality education. Punjab Education Foundation is playing a vital role in promoting quality education across 36 districts of Punjab. To cater to the rising educational needs of deserving students, it is of utmost importance to take the initiative to create a learning environment that maximises student learning outcomes. The Foundation has also strengthened partner schools through trainings which has dexterously improved the capacity of teachers. For the realization of this dream, Continuous Professional Development Program is working tirelessly for the standardization of head teachers to ensure quality education.

CPDP department has developed training modules on the basis of which PEF head teachers are going to be trained in order to support effective classroom practices. This fact cannot be denied that head teachers of the school play a key role in effectiveness of the school. Head teachers must therefore be knowledgeable about ways of promoting organisational learning that enhance simultaneously the motivation of staff, and their competence and capacity to engage in a process of ongoing development and improvement. I believe that a key role of the head teacher is to ensure that each of the elements that contribute to improved student learning outcomes should be present in their schools. The head teacher is the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes.

The aim of the head teachers training is to honour PEF partner school head teachers for rendering their valuable services to ensure availability of quality education. It will also strengthen the bond between PEF and its partner schools by enhancing their morale. It is expected that head teachers shall support teachers to build a strong moral character and provide emotional support to PEF students. I wish you a wonderful learning experience.

**Chairman PEF**

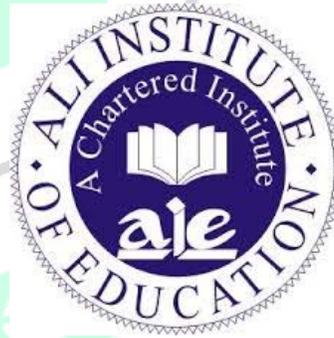
## PREFACE

The Punjab Education Foundation (PEF), in collaboration with the Ali Institute of Education (AIE), has developed this training manual for PEF teachers all over Punjab.

This manual has been developed through the integration of the expertise in teachers' education of the Ali Institute of Education and the experience of PEF working with over four thousand schools throughout the Punjab province.

The manual includes the following vital topics: Reflective practice, school improvement planning, capacity building of teachers, understanding change and change management, understanding school culture, safety and security in schools, disaster management, disaster risk reduction and stresses in school, safety of children with disabilities, first aid for teachers, inclusive education, equal opportunities and differentiation, succeeding in headship, hygiene and cleanliness, PEF infrastructure requirements, conducting classroom observations and school/ teacher evaluations, lesson planning and classroom management strategies, multi-grade teaching and assessment.

This manual is intended to be used with head teachers working in PEF schools to assist them in achieving professional excellence and is a step towards ensuring the provision of free, quality education in Punjab.



This training manual has been developed by the team of the Ali Institute of Education for, and in collaboration with, the Punjab Education Foundation (Summer 2016).

## **About the Level Two Manual**

This manual is developed for Punjab Education Foundation (PEF) with the sole purpose of providing training to the head teachers of PEF schools.

This manual is developed as a part of the attempt to shift teacher training programs towards more experiential, participatory approaches for the transformation of PEF schools; places where children are valued and nurtured.

The level 2 training manual consists of session guides with timed activities, ice breakers and energizers for each day of the training. Each session guide includes reference to the activity sheets and handouts.

This training complements and advances the Head Teacher Development Program at Level -1.



## ICONS

The session guides use icons to signpost the trainer to the type of activity in the session guides.

The icons are explained below:



### Ice Breaker

An ice breaker is an activity or a game that is used to welcome and warm up the conversation among participants on a training course.



### Thinking Time

This is a great strategy which allows individuals to think about a topic. A moment of quiet reflection is valuable for preparing participants for an activity or group work.



### Group Work

Group work includes any learning and teaching tasks or activities that require participants to work in groups. Here the trainers make small groups to stimulate a collective effort from the participants.



### Energizer

Energizers are quick, fun activities, which are conducted to liven up a group. They are particularly useful after a meal or at the beginning of the day when groups may be getting sluggish, or late in the day when energy levels are dropping.



### Brain Teaser

A brain teaser is a mental puzzle that requires thought to solve. It often requires thinking in unconventional ways. Brain teasers are typically designed to be solved for amusement. This is an approach to stimulate thinking processes and deepen attention.



### Pair Work

Participants have the chance to work with each other and learn from their peers.



### Explanation

The trainer provides explanation and details of a topic by addressing the whole class.



### Homework Task

This training includes homework for the participants as a reinforcement/ reflection activity. The homework is to be completed after each training sessions.

**Key Points**

This icon indicates that the trainer will read out a key message or provide essential information to the participants.

**Exercise**

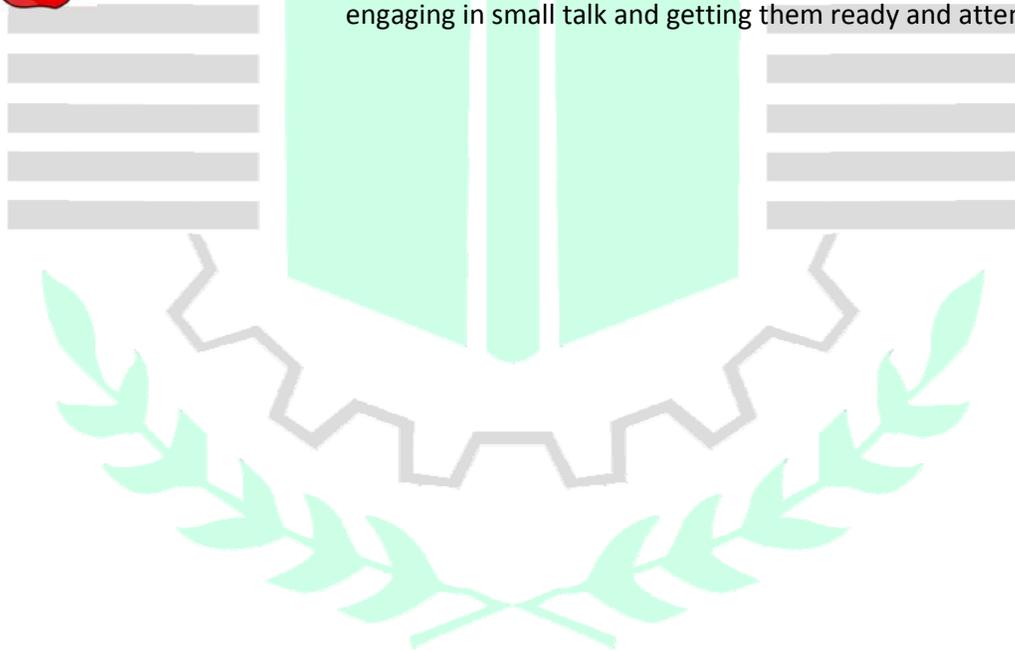
Either individually, in a pair or in a small group, this icon indicates that participants are using an activity sheet or are engaged in some other written activity.

**Whole Group**

An introductory or summarising activity in which all participants discuss/ share/ explore the topic at hand.

**Welcome**

It is important to start each training day on a positive note. This icon represents the role that the trainer plays at the start of each day in settling the participants as they arrive by engaging in small talk and getting them ready and attentive.



## Objectives of the Level TwoFourDay Training Programme

<b>Day 1</b>	<b>Participants will be able to:</b>
<ol style="list-style-type: none"><li>1. Prepare a school improvement plan for their PEF schools</li><li>2. Describe strategies that can be used to enhance the professional capacities of their teachers</li><li>3. Engage in reflective practice as an educational leader</li><li>4. Undertake school improvement planning</li></ol>	
<b>Day 2</b>	<b>Participants will be able to:</b>
<ol style="list-style-type: none"><li>1. Explain how they will manage change in their schools</li><li>2. Describe their school culture</li><li>3. Describe the security and safety measures they have/ need to have in school</li><li>4. Apply principles of safety in working with children/ special needs children during disasters</li><li>5. Use first aid training materials in their schools</li><li>6. Facilitate an inclusive culture in their schools</li></ol>	
<b>Day 3</b>	<b>Participants will be able to:</b>
<ol style="list-style-type: none"><li>1. Describe processes for hygiene, cleanliness and health in their schools</li><li>2. Undertake classroom observations of teachers</li><li>3. Undertake a whole school evaluation</li><li>4. Evaluate student learning and the learning experience</li><li>5. Support teachers in planning lessons</li><li>6. Support teachers with multi-grade teaching</li></ol>	
<b>Day 4</b>	<b>Participants will be able to:</b>
<ol style="list-style-type: none"><li>1. Prepare and implement a school improvement plan (SIP)</li></ol>	

## Table of Contents

### Head Teachers Development Program Manual Level 2

Sr. No.	Topics	Time
<b>Day 1</b>		
1	Introduction of participants and trainers	9:00 am to 9:45 am
2	PEF success story	
3	Expectations	
4	Objectives for the training	
5	Setting ground rules	
6	Recalling Level 1	9:45 am to 11:00 am
7	Success Stories from Head Teachers of implementing Level 1	
	<b>Tea Break</b>	<b>11:00 am to 11:15 am</b>
8	Reflection in leadership and management	11:15 am to 1:00 pm
9	Ways of reflection	
10	Reflective journal	
11	Reflective dialogue	
	<b>Lunch/Prayer Break</b>	<b>1:00 pm to 2:00 pm</b>
12	Introduction to School Improvement Planning	2:00 pm to 3:00 pm
13	Improvement in academics	
14	Improvements in infrastructure as per PEF requirements	
15	Capacity building of teachers	
16	Preparing a School improvement Plan in areas of academics, infrastructure and teachers' capacity building	3:00 pm to 4:00 pm
17	HW: Daily log	
<b>Day 2</b>		
1	Reflection on previous day	9:00 am to 9:45 am
2	What can you/ should you change in your school?	
3	Case study: A good and bad school	
4	Understanding change	9:45 am to 11:00 am
5	Managing change	
6	School culture	
7	School environment	
	<b>Tea Break</b>	<b>11:00 am to 11:15 am</b>
8	Introduction of safety and security in schools	11:15 am to 1:00 pm
9	Methods of implementing security in schools	
10	Introduction of disaster management	
11	Documentary on disaster management	
	<b>Lunch/Prayer Break</b>	<b>1:00 pm to 2:00 pm</b>
12	Disaster risk reduction and stress in school	2:00 pm to 3:00 pm
13	Safety of children against disasters	
14	Safety of children with disabilities	
15	First Aid training materials	
16	Inclusive education	3:00 pm to 4:00 pm

17	How to cater and facilitate special children	
18	Equal opportunities and differentiation	
19	HW: Daily log	
<b>Day 3</b>		
1	Reflections on the previous day	9:00 am to 9:45 am
2	Succeeding in headship - factors	
3	Hygiene and cleanliness	9:45 am to 11:00 am
4	PEF requirement regarding washrooms	
5	PEF requirement regarding sanitary facilities and drinking water	
	<b>Tea Break</b>	<b>11:00 am to 11:15 am</b>
6	Classroom observation	11:15 am to 1:00 pm
7	Teacher evaluation	
8	Learner evaluation	
9	Whole school evaluation	
	<b>Lunch/Prayer Break</b>	<b>1:00 pm to 2:00 pm</b>
10	Micro-management: lesson planning and classroom management	2:00 pm to 3:00 pm
11	Multi-grade teaching and assessment	3:00 pm to 4:00 pm
12	HW: Daily log	
<b>Day 4</b>		
1	Reflection on the previous day	9:00 am to 9:45 am
2	Preparation work for rresentation	
3	Presentations on School Improvement Plans	9:45 am to 11:00 am
	<b>Tea Break</b>	<b>11:00 am to 11:15 am</b>
4	Revisiting videos	11:15 am to 1:00 pm
	<b>Lunch/Prayer Break</b>	<b>1:00 pm to 2:00 pm</b>
5	Wrap up question and answer session/ reflections	2:00 pm to 3:00 pm
6	Next steps	3:00 pm to 4:00 pm
7	Evaluation of training	
8	Vote of Thanks	

# DAY ONE

## Session 1: Objectives and Expectations

Session Time 9:00-9:45

	Topic/ Activity	Timing	Resource(s)
	<p><b>Welcome</b> Begin the first session by welcoming and greeting the participants.</p> <p><b>Trainer Activity</b> Introduce the session by asking participants what they expect to learn from this training program, writing these onto the board.</p> <p><b>Participants Activity</b> The participants will say what they expect to learn from this training program.</p> <p><b>Trainer Notes</b> Highlight the following important points: This training will help them -</p> <ul style="list-style-type: none"> <li>• provide professional leadership and management for PEF schools,</li> <li>• promote a secure foundation from which to achieve high standards in all areas of the school's work,</li> <li>• learn how to establish high quality education by effectively managing teaching and learning and using personalized learning to realise the potential of all pupils.</li> <li>• learn to establish a culture that promotes excellence, equality and high expectations of all pupils.</li> <li>• understand their accountability to the governing body</li> <li>• provide vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets.</li> <li>• responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards</li> <li>• ensuring that resources are efficiently and effectively used to achieve the PEF school's aims and objectives and for the day-to-day management, organisation and administration of the PEF school</li> </ul>	<p>10mins</p>	<p>Black board and chalk.</p>

	<p><b>PEF Success Story</b></p> <p><b>Trainer Activity</b> Introduce the video clip. The video clip has been provided by the communication department of PEF.</p> <p><b>Participant Activity</b> The participants will watch the video clip and make notes.</p> <p><b>Wrap Up</b> Reinforce for the participants that the success of PEF is a direct result of their hard work and commitment to the vision of PEF. This Level 2 training will support them in this endeavor.</p>	15mins	Video provided by PEF
	<p><b>Objectives of the Level Two Development Program</b></p> <p><b>Trainer Activity</b> The trainer will read out the following objectives: On the completion of the training the participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare a school improvement plan for their PEF schools.</li> <li>2. Describe strategies that can be used to enhance the professional capacities of their teachers.</li> <li>3. Engage in reflective practice as an educational leader</li> <li>4. Undertake school improvement planning</li> </ol> <p><b>Participant Activity</b> Participants will listen to the objectives as they are described by the trainer.</p> <p><b>Wrap up</b> The trainer will tell the participants that without knowing the objectives of the workshop, the direction for learning is similar to taking a purposeless trip to an unfamiliar city, hence knowing the objectives helps to make their journey purposeful.</p>	10mins	

	<p><b>Setting Ground Rules</b></p> <p><b>Trainer Activity</b>  The trainer will explain the following rules by reading out the prepared chart, so that the level twotraining can be conducted smoothly.  Each rule will be written alongside a symbol.  Read each rule, one by one:</p> <ol style="list-style-type: none"> <li>i. Use of mobile phones is not allowed during the session (draw a mobile)</li> <li>ii. Raise your hands if you have a question (a hand in the air)</li> <li>iii. Wait for your turn during discussions (just write the word 'WAIT')</li> <li>iv. Keep good time management during class activities and between sessions (a clock)</li> <li>v. Class participation is a must for every teacher (2 smiling faces)</li> <li>vi. Good listening skills are very important. We all should listen to others' points of view (an ear)</li> <li>vii. Attending all the sessions is mandatory (an empty chair with a cross over it)</li> <li>viii. We all need to arrive on time (write the word LATE and cross it out)</li> </ol> <p>The trainer will tape the chart paper on the wall for the whole 5-days training, so that the participants can be reminded about the rules throughout.</p> <p>The trainer will ask the participants what will be the penalty if anyone breaks these ground rules, and facilitate a brief discussion on what would be a suitable penalty.</p> <p><b>Participant Activity</b>  The participants will listen to the rules carefully. They can ask questions related to any misconceptions.</p> <p>Participants can also add in a few more rules on the flipchart, if they wish.</p> <p>The participants will discuss and agree the penalties for a rule break.</p> <p><b>Wrap Up</b>  Review the rules one more time.</p>	10mins	
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# DAY ONE

## Session 2: Recalling Level One Success Stories from HT of Implementing Learning from Level One

Session Time 9:45-11:00

	Topic/ Activity	Timing	Resource(s)
	<p><b>Energizer: Stretch and Think</b></p> <p><b>Trainer Activity</b> Give participants a number from 1 – 6 by counting around the group and then ask participants to perform stretching activities in their groups. Demonstrate these and perform them along with the participants. While they are doing this, each participant should take it in turn to provide a learning point from the L1 training sessions.</p> <p><b>Participant Activity</b> Participants will stand and perform some stretches, and one-by-one will say one thing they remember about the Level 1 training.</p>	10 mins	-
  	<p><b>Recalling Level One</b></p> <p><b>Trainer Activity</b> Ask the participants to individually recall their experiences about level one, and write some reflective notes for themselves.</p> <p>Write the following question on the black board:</p> <ol style="list-style-type: none"> <li>1. What did you learn about leadership in the previous level and how has it impacted on you?</li> </ol> <p>Ask all participants to discuss their answers in their groups. Make sure that all group members participate actively and also listen to what others have to share. Move around the groups during this activity.</p> <p>Ask the groups to nominate one person as their representative. This representative from each group will share their answers to the question.</p>	15mins	Black board and chalk.

	<p><b>Trainer Note</b> Ensure the following points emerge from the answers:</p> <p>‘Leadership is the ability of an individual to lead or guide other individuals, teams or entire organizations to obtain organizational goals.’ (Wikipedia).</p> <p><b>Participant Activity</b> The participants will work in small groups and recall their experiences about level one, have some reflective notes and share their experiences with their group members. One representative from each group will share the experiences about level one collected from the group.</p>		
    	<p><b>Success Stories from HT</b></p> <p><b>Trainer Activity</b> Have participants take some time to think on their own about success stories of implementing learning from level 1.</p> <p>Then ask the participants share their reflections about how they implemented their level one learning in practical situations.</p> <p>Makesure that all participants actively listen to their group members.</p> <p><b>Participant Activity</b> The participants will listen to the success stories and then work in their groups to reflect on how PEF schools are contributing to real change.</p> <p><b>Wrap up</b> Appreciate the hard work of participants and their efforts illustrated by the successes described in the stories. Stress that what they learn from these training sessions will help them to be even better head teachers so that they can produce similar success stories in the future.</p>	<p>50mins -</p>	

## DAY ONE

### Session 3: Reflection in Leadership and Management

**Session Time 11:15-1:00**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Energizer</b></p> <p><b>Trainer Activity</b>            Instruct the participants to sit in a circle, everyone shakes out their left arm, right arm, left leg then right leg, starting with 16shakes for each limb, then repeat for all four limbs with 8, 4, 2 shakes, and then every 1shake , counting out loud for full effect – counting in English is encouraged!</p> <p><b>Participant Activity</b>            The participants will follow the instructions of the trainer.</p>	10mins	-
  	<p><b>Ways of Reflection</b></p> <p><b>Trainer Activity</b></p> <p><b>Think time: What is Reflection?</b>            Askthe participants to think and write some notes which invoke their understanding of the term 'reflection'.</p> <p>Ask participants to share their notes with the person next to them.</p> <p>In the whole group, facilitate the sharing of understanding about the nature of reflection. Write up the main ideas on the blackboard as may emerge from the group.</p> <p><b>Participant Activity</b>            Participants will think and write their understanding of the term 'reflection', and then share this with the person next to them and then with the wholeclass.</p>	25mins	Blackboard and chalk





	<p>Reasons for keeping a reflective journal:</p> <ul style="list-style-type: none"> <li>• To make sense of things that happened.</li> <li>• To speculate as to why something is the way it is.</li> <li>• To align future actions with your reflected values and experiences.</li> <li>• To get thoughts and ideas out of your head.</li> <li>• To share your thoughts and ideas with others.</li> </ul> <p>Describe the use of Gibbs' Model of Reflection to guide Head Teachers' reflective journal writing:</p> <div data-bbox="324 588 1299 1533" data-label="Diagram"> <p style="text-align: center;"><b>Gibbs Reflective Cycle</b></p> <pre> graph TD     Description[Description What happened?] --&gt; Feelings[Feelings What were you thinking and feeling?]     Feelings --&gt; Evaluation[Evaluation What was good and bad about the experience?]     Evaluation --&gt; Analysis[Analysis What else can you make of the situation]     Analysis --&gt; Conclusion[Conclusion What else could you have done?]     Conclusion --&gt; ActionPlan[Action Plan If it rose again what would you do?]     ActionPlan --&gt; Description   </pre> </div> <p><b>Participant Activity</b> The participants will listen to the presentation and make notes.</p> <p><b>Wrap Up</b> Emphasize that reflection is a significant tool in managing the quality of schooling.</p>		
	<p><b>Reflective Dialogue</b></p> <p><b>Trainer Activity</b> Provide the following explanation to participants:</p> <ul style="list-style-type: none"> <li>• For reflective dialogue you need a 'coach' or a 'critical friend' in your school, who is</li> </ul>	10 mins	

	<p>someone that you can talk to, discuss issues with, and explore your professional working.</p> <ul style="list-style-type: none"> <li>• Discuss experiences, issues, concerns and ideas with the 'coach/ critical friend'</li> </ul> <p>This is a form of collaborative reflection. It is entirely verbal (not written), it is easy and quick to implement.</p> <p><b>NOTE:</b> It is important to choose the coach/ critical friend wisely – someone you trust and who has a good deal of experience and insight.</p> <p><b>Participant Activity</b> The participants will listen to the presentation and take notes.</p> <p><b>Wrap Up</b> Reinforce the importance of reflection for school leaders and the value (in terms of time and ease) that reflective dialogue offers.</p>		
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	<p><b>Participant Activity</b> The participants will listen to the presentation and make notes. After this, the participants will work in their small groups to discuss the school improvement strategies listed in the handout and brainstorm ideas of their own strategies which they can use.</p>		
  	<p><b>What Areas Should Be Considered for Improvement?</b></p> <p><b>Trainer Activity</b> Ask students to work in their groups to reflect on the content of the handout. Ask them also to consider what infrastructure development they feel is required in schools to meet PEF requirements.</p> <p>Share understandings and ideas in the whole group.</p> <p><b>Participant Activity</b> The participants will read the handout and make notes. Participants will share their ideas in the whole group.</p> <p><b>Wrap Up</b> School improvement should be seen as an on-going activity of continuous improvement.</p>	20 mins	Handout: Considered for Improvement

# DAY ONE

## Session 5: School Improvement Planning

Session Time 3:00-4:00

	Topic/ Activity	Timing	Resource(s)
 	<p><b>School Improvement Planning (SIP)</b></p> <p><b>Trainer Activity</b> Give a sample School Improvement Plan to the participants. Describe the different elements of the SIP.</p> <p>Working in groups, participants develop SIPs for their schools related to academics, infrastructure and teachers' capacity building.</p> <p>Support the groups in developing the plans.</p> <p><b>Participant Activity</b> Participants will work in their groups to develop their SIPs</p> <p><b>Wrap up:</b> Refer the participants back to the sample improvement plan and provide a few minutes for further quiet reflection on the process and how they can take it forward.</p>	50 mins	Handouts: Sample SIP and Blank SIP
	<p><b>Homework: Daily Log</b></p> <p><b>Trainer Activity</b></p> <p>The trainer will write the homework questions on black board.</p> <ol style="list-style-type: none"> <li>1. What is reflection and how it can help a school head?</li> <li>2. How can you explain capacity building of teachers?</li> </ol> <p>Write H.W. questions on the blackboard. Give the following instructions:</p>	10 mins	

	<p>Give comprehensive, complete, relevant and your own answers; avoid copying from any book or getting help from any friend. You can write the answers in Urdu or English. The approximate time for completing the homework is 20-25 minutes.</p> <p><b>Possible Answers</b></p> <p><b>1. What is reflection and how it can help a school head?</b></p> <p><b>Ans:</b>The way that we learn from an experience in order to understand and develop practice. We reflect on everyday problems and situations all the time: What went well? What didn't? Why? How do I feel about it? Reflection is a means of processing thoughts and feelings about an incident, or a difficult day...and gives us a chance to come to terms with our thoughts and feelings about it. Reflection can be particularly useful for a head in dealing with a difficult or challenging situation.</p> <p><b>2. How can you explain capacity building of teachers?</b></p> <p><b>Ans:</b> Capacity Building is much more than training. It involves human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.</p> <p><b>Participant Activity</b></p> <p>The participants will note down the questions.</p> <p><b>Wrap up</b></p> <p>The trainer will revise that with the help of improvement planning team of staff, school council, parents, and other community members, we can better implement school improvement plans.</p>		
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## DAY TWO

### Session 1: Introduction to Change Management

**Session Time 9:00-9:45**

	Topic/ Activity	Timing	Resource(s)
	<p><b>The Day's Objectives</b></p> <p><b>Trainer Activity</b> Share the day's objectives with the participants:</p> <p>By the end of the day, participants will be able to –</p> <ol style="list-style-type: none"> <li>7. Explain how they will manage change in their schools</li> <li>8. Describe their school culture</li> <li>9. Describe the security and safety measures they have/ need to have in school</li> <li>10. Apply principles of safety in working with children/ special needs children during disasters</li> <li>11. Use first aid training materials in their school</li> <li>12. Facilitate an inclusive culture in their schools</li> </ol> <p><b>Participant Activity</b> The participants will listen to the objectives.</p>	5mins	
    	<p><b>Reflection on the Previous Day</b></p> <p><b>Trainer Activity</b> Ask the participants to sit quietly for a few minutes and reflect on the content of the previous day's training.</p> <p>Ask participants to work with a partner to share their reflections on the previous day's training. Ask the participants to focus on key learning points and also to address any confusion.</p> <p>In the whole group, facilitate knowledge-exchange and sharing of understanding of the previous day's learning.</p> <p><b>Participant Activity</b> Participants will first have some individual reflection time before working with a partner to support collaborative reflection on learning from</p>	10mins	

	<p>the previous session. In the whole group, participants will draw together their understandings and address each other’s confusion or misunderstandings, if they persist.</p> <p><b>Wrap Up</b> Ensure that participants understand that there is a vast amount of experience and knowledge in the group that can be utilized to support their work.</p>		
	<p><b>Introduction to Change</b></p> <p><b>Trainer Activity</b> Write the following questions onto the board: “What can you change in your school?” “What should you change in your school?”</p> <p>Ask participants to work in their groups and discuss the questions, writing points onto chart paper.</p> <p>Have the groups pin the chart papers to the wall and have a gallery walk.</p> <p><b>Participant Activity</b> Participants will discuss the questions, highlighting their perceptions of what their schools need to do to change.</p> <p><b>Wrap Up</b> Highlight the point that change is a constant in education and that it should be looked at in positive terms rather than negative terms.</p>	15 mins	Blackboard and chalk
	<p><b>Video: A ‘good’ and ‘bad’ School</b></p> <p><b>Trainer Activity</b> Show the video to the participants and ask them to make notes as they watch in relation to the following themes:</p> <p>“What makes a bad school?” “What makes a good school?”</p> <p><b>Participant Activity</b> Participants will watch the video and make notes to</p>	15 mins	Video provided by PEF

	<p>focus their attention on the factors that affect the quality of schooling.</p> <p><b>Wrap Up</b> Ask the participants to keep their notes close by them through the day as they will provide a focus point for thinking and reflection in relation to the content for the whole day.</p>		
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## DAY TWO

### Session 2: Understanding Change Management and School Culture

**Session Time 9:45-11:00**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Understanding Change</b></p> <p><b>Trainer Activity</b> Provide the following explanation about why change occurs in organizations:</p> <p>There are many reasons why change becomes essential to an organization, often linked to its environment, such as:</p> <ol style="list-style-type: none"> <li>1. The ‘political’ situation: This can be about a change in government, or it can also refer to changes in the executive management of an organization</li> <li>2. Economic aspects: For example the state of the economy which affects the amount of money available and how easy it is to get funding for things like infrastructure development</li> <li>3. Social issues: For example changes in the nature of the workforce and demands from employers</li> <li>4. Technological aspects: Changes in technology that impact on curriculum content.</li> </ol> <p><b>Participant Activity</b> Participants will listen and makes notes about why change occurs.</p> <p><b>Wrap Up</b> Most organizations and individuals are in a constant state of change, making minor adaptations to ensure that they cope with the changing demands of each day and week. These changes are normal.</p>	10 mins	Blackboard and chalk
	<p><b>Managing Change</b></p> <p><b>Trainer Activity</b> Ask the participants to work in groups. Ask them to read the handout on ‘Managing Change’ and to</p>	20 mins	Handout: Managing Change





## DAY TWO

### Session 3: Introduction to Safety & Security in Schools

#### Methods of Implementing Security means in the School

#### Introduction to Disaster Management

Session Time 11:15 –1.00

	Topic/ Activity	Timing	Resource(s)
	<p><b>Brainteaser:</b></p> <p><b>Trainer Activity</b> Ask the following question from the participants: What goes through towns and over hills but never moves?</p> <p><b>Participant Activity</b> The participants will respond one by one.</p> <p><b>Wrap Up</b> After eliciting response from the participants the trainer will share the answer with the participants.</p> <p><b>Trainer Note</b> Answer: Roads</p>	5 mins	
	<p><b>Introduction to Safety and Security in Schools</b></p> <p><b>Trainer Activity</b> The trainer will introduce the topic by reading the following paragraph aloud:</p> <p><i>Safety and security are essential for a good learning environment. Serious dangers can threaten a school. These can be 'man-made' or natural. Any breach of safety or security is very traumatic for students and staff.</i></p> <p>Ask the participants to work in their groups to list at least five events, incidents/ accidents which may pose a threat to safety and security in their schools.</p>	5mins	

 	<p><b>Participant Activity</b> Participants will listen carefully to the description and ask questions in case of ambiguity.</p> <p>The participants will work in their groups to list at least five events, incidents/ accidents which may pose a threat to safety and security in their schools.</p> <p>One participant from each group will share their list with the whole group.</p> <p><b>Wrap up</b> If missing from the participants’ list, add the following points:</p> <ul style="list-style-type: none"> <li>• Violent behavior</li> <li>• Serious threats (for example, bomb threats or life threats against students or teachers)</li> <li>• Accidents (for example, car accidents, sports-related, or other accidents that occur on or adjacent to campus)</li> <li>• Deaths</li> </ul> <p>Traumatic events that may affect students in their communities may include:</p> <ul style="list-style-type: none"> <li>• Terrorism and large-scale violent events</li> <li>• Natural disasters (for example, earthquakes, floods)</li> </ul>	<p>15 mins</p>	
	<p><b>Methods of Implementing Security in the School Trainer Activity</b></p> <p>Write and explain the main points related to “Methods of Implementing Security in the School”. Ask the participants to listen carefully and give one example for each of the methods explained to them, as they are written.</p> <p><b>Methods of Implementing Security in the School:</b></p> <ol style="list-style-type: none"> <li>1. <b>Survey the whole school environment for safety and security improvements:</b> This can include everything from boundary walls and security cameras/ search-lights.</li> <li>2. <b>Form a security team:</b> In emergency situations, every member of the security team knows what actions they need to take.</li> </ol>	<p>15mins</p>	<p>Blackboard and chalk</p>

	<p>3. <b>Communication:</b> Make sure that emergency telephone numbers are on display throughout the school and that all staff have access to a telephone.</p> <p>4. <b>Prepare the teachers:</b> Have regular meetings to discuss security situations as they arise in the news.</p> <p>5. <b>Prepare the students:</b> Have practice evacuation and lock-down drills.</p> <p>6. <b>Prepare the parents:</b> Send regular briefings to parents to highlight any security concerns being highlighted in the media.</p> <p><b>Participant Activity</b> The participants will listen to the explanation carefully and make notes, offering their own ideas as part of whole group sharing of ideas.</p> <p><b>Wrap Up</b> Reinforce the understanding that security and safety cannot be under-estimated.</p>		
	<p><b>Introduction to Disaster Management</b></p> <p><b>Trainer Activity</b> The trainer will write and explain the 3 R's of school response to disasters on the blackboard: The 3R's are Readiness, Response, and Recovery</p> <ul style="list-style-type: none"> <li>• <b>Readiness:</b> The level of preparation for a crisis or an emergency.</li> <li>• <b>Response:</b> The available resources needed to take action in the event of a disaster.</li> <li>• <b>Recovery:</b> Recovery is the process of restoring the social and emotional stability of the school community.</li> </ul> <p><b>Participant Activity</b> The participants will listen to the explanation and ask questions in case of ambiguity.</p> <p><b>Trainer Activity</b> Give the School Disaster Readiness and Resilience Checklist to the participants in their groups (one copy per group). Ask the participants to discuss (in their groups) and fill in the checklist, by keeping in view the disaster readiness and resilience system in their schools.</p>	5 mins	Blackboard and Chalk

	<p><b>Participant Activity</b> Participants will discuss in their groups before filling in their checklist.</p> <p><b>Wrap up</b> Ask one participant from each group to highlight the main points from the checklist they filled in.</p>	30 mins	School Disaster Readiness and Resilience Checklist
	<p><b>Documentary on Disaster Management</b></p> <p><b>Trainer Activity</b> Show the video to the participants, asking them to note down key points.</p> <p><b>Participant Activity</b> Watch the video and note down key points. In the whole group, discuss the important messages coming out of the video.</p> <p><b>Wrap Up</b> Reinforce the fact that security should not be underestimated or taken-for-granted.</p>	20mins	Video provided by PEF

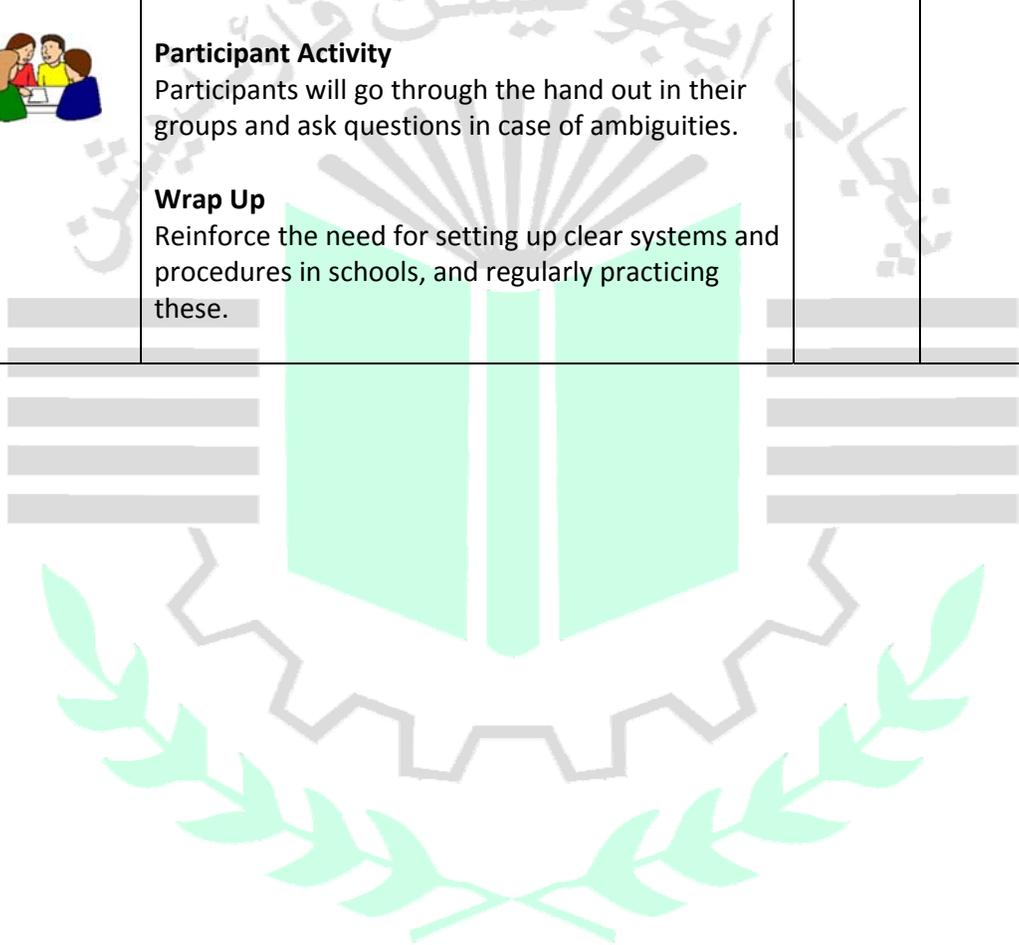
## DAY TWO

### Session 4: Disaster Risk Reduction and Stresses in School Safety of Children against Disasters Safety of Children with Disabilities First Aid Training Material

**Session Time 2:00 –3:00**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Disaster Risk Reduction and Stresses in School</b></p> <p><b>Trainer Activity</b> Give participants the Risk Assessment Matrix (one copy per group). Ask them to fill in the matrix by following the instructions. Complete a matrix each time for different areas of risk (e.g. local conditions related to security, impending weather conditions etc.)</p> <p><b>Participant Activity</b> Participants will discuss in groups and fill in the matrix for disaster risk assessment.</p> <p><b>Wrap up</b> One participant from each group will share their matrix with the other participants.</p>	20mins	Risk Assessment Matrix (one copy per group)
  	<p><b>Safety of Children against Disasters&amp; Safety of Children Against Disabilities</b></p> <p><b>Trainer Activity</b> Give the participantstwohandouts:“Safety of Children against Disasters” (one copy each, per group)”and “Emergency Information form for Children with Special Needs” – one copy each per group, to read and discuss. Ask the participants to work in groups to identify what steps should be taken for safety of children.</p> <p><b>Participant Activity</b> The participants will read the hand outs and identify the required steps for safety of children in school.</p>	20mins	Hand out “Safety of Children against Disasters” (one copy per group)  Hand out “Safety of Children with Disabilities”(one copy per group)

	<p><b>Wrap up</b> One participant from each group will share the list of required steps for safety of children with the other participants</p>		
	<p><b>First Aid Training Material</b></p> <p><b>Trainer Activity</b> Distribute a comprehensive hand out “First Aid Training Material” (one copy per group). Ask the participants to go through the hand out in their groups. Provide explanation where required.</p> <p><b>Participant Activity</b> Participants will go through the hand out in their groups and ask questions in case of ambiguities.</p> <p><b>Wrap Up</b> Reinforce the need for setting up clear systems and procedures in schools, and regularly practicing these.</p>	20mins	Hand out “First Aid Training Material”(One copy per group)



## DAY TWO

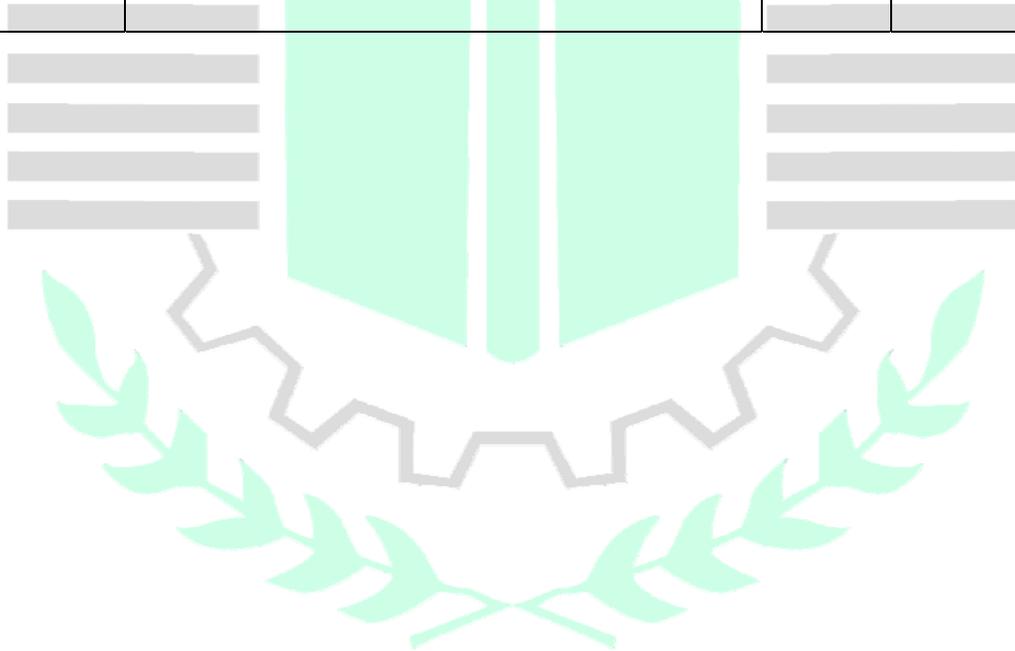
### Session 5: Inclusive Education How to Cater for Special Children Equal Opportunities and Differentiation

**Session Time 3:00 –4.00**

	Topic/ Activity	Timing	Resource(s)
    	<p><b>Introduction</b></p> <p><b>Trainer Activity</b> Write the topic on the board along with the following questions:</p> <ol style="list-style-type: none"> <li>i. What do you understand by the term 'Inclusive Education'.</li> <li>ii. Why should we teach children with disabilities with the main stream students?</li> </ol> <p>Distribute flipcharts among the groups. Ask participants to discuss these questions in their groups.</p> <p>The trainer will spend a few minutes with each group to facilitate discussion and ensure participation by all.</p> <p><b>Participant Activity</b> In groups, the participants will share their answers to the given questions. They will write down all the important points onto the flip charts.</p> <p>A nominee from each group will share their group responses with the whole class. The trainer will make sure that each group should only get 2-3 minutes for this activity.</p> <p><b>Trainer Note:</b> The participants may come up with such answers to the given questions.</p> <p><b>What do you understand by inclusion?</b> An inclusive environment is one where everyone recognizes that all students have individual needs, and teachers who are trained/ experienced in facilitating an inclusive classroom, can meet the needs of all learners.</p>	<p>30mins</p>	<p>Blackboard and chalk.</p> <p>Flipcharts(one per group) And marker (one per group)</p>

	<p><b>Why we should teach the children with disabilities with the main stream students?</b>  Students with disabilities experience a lot of rejection in society, and so offering an inclusive environment is the right thing for schools to do. It is the right thing to do. An inclusive environment, when managed well, can support the develop of all students in a school and not just those with a disability.</p> <p><b>How will all children benefit from one another?</b>  Research suggests that students without special needs benefit from learning with, and collaborating with, their class fellows who have special needs. Some of the benefits include: friendships, social skills, comfort level with people who have special needs and caring classroom environments. (<a href="http://www.childresearch.net">www.childresearch.net</a>)</p> <p><b>Wrap up</b>  Recap the main points of each group’s presentation.</p>		
	<p><b>How to Support Special Children: Equal Opportunities and Differentiation</b></p> <p><b>Trainer Activity</b>  Give the handout to the participants on ‘special education needs’.</p> <p>Highlight the elements on equal opportunities and differentiation (individualized) instruction.</p> <p>Facilitate an open discussion in the whole group about how the PEF schools can facilitate and cater for the needs of special children.</p> <p><b>Participant Activity</b>  Participants will listen to the explanation and ask questions.</p> <p><b>Wrap up</b>  The trainer will summarise the key learning points from the session about inclusion.</p>	<p>25mins</p>	<p>Handout:  Special Education Needs</p>

	<p><b>Homework: Daily Log</b></p> <p><b>Trainer Activity</b></p> <p>The trainer will write the homework questions on black board.</p> <ol style="list-style-type: none"> <li>1. What do you need to change in your school?</li> <li>2. What can you do to change your school?</li> <li>3. How will your school cater to students with disabilities?</li> </ol> <p>Write the H.W. questions on the blackboard. Give the following instructions:</p> <p>Give comprehensive, complete, relevant and your own answers; avoid copying from any book or getting help from any friend. You can write the answers in Urdu or English. The approximate time for completing the homework is 20-25 minutes.</p>	<p>5 mins</p>	<p>Blackboard and chalk</p>
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## DAY THREE

### Session 1: Reflection on previous day; Succeeding in Headship Factors

**Session Time 9:00-9:45**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Objectives for the Day:</b></p> <p><b>Trainer Activity</b> Provide the objectives for the day.</p> <p>By the end of the day, participants will be able to;</p> <ol style="list-style-type: none"> <li>7. Describe processes for hygiene, cleanliness and health in their schools</li> <li>8. Undertake classroom observations of teachers</li> <li>9. Undertake a whole school evaluation</li> <li>10. Evaluate student learning and the learning experience</li> <li>11. Support teachers in planning lessons</li> <li>12. Support teachers with multi-grade teaching</li> </ol> <p><b>Participant Activity</b> Participants will listen to the objectives of the day.</p>	5 mins	-
	<p><b>Reflection on the Previous Day</b></p> <p><b>Trainer Activity</b> Write key points from the previous day onto sheets of paper using a marker pen (1 key point only on any single sheet).</p> <p>Ensure there are an equal number of key points as there are participants (e.g. 40 participants= 40 key points).</p> <p>Distribute the sheets randomly among the participants (one sheet per participant).</p> <p>Ask the participants to arrange themselves chronologically according to key point, into a large circle. Encourage discussions and checking, allowing participants to arrange/ re-arrange</p>	20mins	Paper

	<p>themselves. When the participants have finalised their arrangement, go round the group clockwise and have each participant briefly say what they recall of the key point they have been allocated.</p> <p>Add reminders/ clarify key points are required.</p> <p><b>Participants Activity</b> Participants will arrange themselves according to the sequence of key points they came up (chronologically) in the previous day. This will reinforce learning from the previous day. Each participant will hold up their paper and say what they recall about the key point they are holding. This will happen clockwise around the group travelling clockwise from the trainer while all the key points are covered.</p> <p><b>Wrap up</b> Explain that highlighting the key points like this helps to embed learning.</p>		
	<p><b>Succeeding in Headship factors;</b></p> <p><b>Trainer Activity</b> Give the handout to the participants and review each of the eight factors in turn. Discuss in the whole group what these factors mean to them and how they might be able to develop these factors.</p> <p><b>Participant Activity</b> Participants will read the handout as each factor is raised by the trainer and discuss each in turn.</p> <p><b>Wrap up</b> Being a head teacher is a process of continuous change and professional growth. Constant reflection on these success factors is a prerequisite for becoming an excellent head teacher.</p>	<p>20mins</p>	<p>Handout: Eight Factors for Successful Headship</p>



	<p><b>Trainer Note:</b></p> <ol style="list-style-type: none"> <li>1. Wash hands with soap after using toilet and before eat meal</li> <li>2. Daily bath</li> <li>3. Do not spit and always cover your nose when sneezing</li> <li>4. Use purified and boiled water, keep water covered</li> <li>5. Wash fruit before eating fruit</li> </ol> <p><b>Participant Activity</b> In groups, the participants will think of five principles of hygiene keeping in mind the current situation of children in their schools.</p> <p><b>Wrap up</b> The trainer will close the activity by reminding the participants of main principals of hygiene and healthy practices and potentially harmful situations in schools.</p> <p>State the following PEF requirements: General ratio of water points and toilets is 1 to 70 students.</p>		
 	<p><b>Implementing Health and Hygiene Practices</b></p> <p><b>Trainer Activity</b> Ask the participants to work in groups. Read the handout and explore ideas for ways they can implementation health and hygiene change practices into their schools.</p> <p>Ask participant the write their ideas onto chart papers and nominate one person to present their ideas to the other groups.</p> <p><b>Participant Activity</b> Work in groups to explore health and hygiene implementation strategies in their schools and then share ideas within the whole group.</p> <p><b>Wrap up</b> Highlight some of the 'bright ideas' which emerge from the groups' work.</p>	<p>45 mins</p>	<p>Handout: Creating a positive implementation environment for health and hygiene</p> <p>Chart papers and markers</p>

## DAY THREE

### Session 3: Classroom Observations and School Evaluations, Learner Evaluation, Teacher Evaluation Session Time 11:15-1:00

  	<p><b>Classroom Observations</b></p> <p><b>Trainer Activity</b> Review the principles of classroom observation with the participants.</p> <p><b>Participant Activity</b> Participants will listen to the explanation and refer to the handout.</p> <p><b>Wrap Up</b> Classroom observation is a key process in undertaking a school evaluation and managing teaching quality.</p>	<p>15mins</p>	<p>Handout: Classroom Observation</p>
	<p><b>Teacher Evaluation</b></p> <p><b>Trainer Activity</b> Provide a copy of the National Professional Standards for Teachers in Pakistan – one to each group. Ask participants in their groups to review the standards, discussing the meaning of each element and considering the extent to which their teachers meet these standards. Walk around the groups as they engage with the Standards. <b>Ask them to consider this question: “How will they use these Standards to evaluate their teachers?”</b></p> <p><b>Participant Activity</b> Participants will review the Standards for Teachers in their groups in order to familiarize them with the national requirement/ expectation of teachers and to focus attention on aspects to be checked as part of classroom observation.</p> <p><b>Wrap Up</b> Use the professional standards to focus attention on teachers in order to evaluate the quality of instruction in school.</p>	<p>45mins</p>	<p>Handout: Copy of National Professional Standards for Teachers in Pakistan</p>

	<p><b>Learner Evaluation</b></p> <p><b>Trainer Activity</b> Trainer will explain the main themes that can be used to evaluate learners and their learning:</p> <p><b>Evaluation Themes:</b></p> <p><b>Learner outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students' assessment attainment (i.e. knowledge and understanding) is in line with curriculum objectives and expected outcomes have been achieved</li> <li>2. Students enjoy learning and have developed appropriate attitudes to learning</li> <li>3. All students make progress</li> <li>4. Students' achievement compare well with regional/ national achievements</li> </ol> <p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li>1. Learning environment is safe, well maintained, visually stimulating</li> <li>2. Students have access to relevant resources, including ICT</li> <li>3. Learning activities in classrooms are challenging and interesting</li> <li>4. Support for learning is provided</li> <li>5. Teachers provide experiences for students skills learning 'now' and 'in the future'</li> </ol> <p><b>Participant Activity</b> Participants will listen and make careful notes.</p> <p><b>Wrap Up</b> Evaluating students' learning is more than simply looking at the grades attained. Use the themes provided in this session to gain a more holistic picture of student learning.</p>	<p>10mins</p>	<p>Blackboard and chalk</p>
	<p><b>Whole School Evaluation</b></p> <p><b>Teacher Activity</b> Provide the handout to the participants and discuss its content.</p>	<p>35mins</p>	<p>Handout: School Evaluation</p>



**Teacher Note:**

It is a generic pro-forma that is contextualized to different elements of the work of the school and school environment.

Stimulate discussion about the different areas for evaluation in schools and note these onto the blackboard.

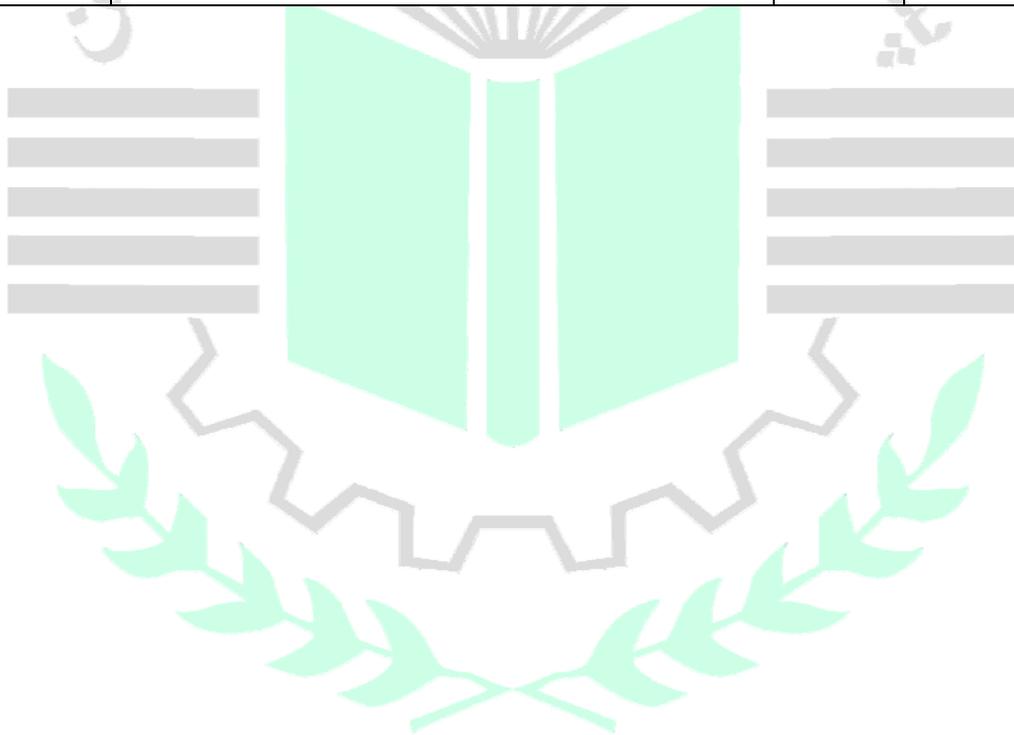
**Participant Activity**

Participants will listen to the explanation of the use of the pro-forma and offer suggestions about the areas of the school which should be evaluated.

**Wrap Up**

Reinforce the understanding that the 'whole' school should be evaluated, including infrastructure, support staff, resources and facilities.

Blackboard and chalk



## DAY THREE

### Session 4: Lesson Planning and Classroom Management

**Session Time 2:00 –3.00**

	Topic/ Activity	Timing	Resource(s)
	<p style="text-align: center;"><b>Lesson planning and Classroom Management</b></p> <p><b>Trainer Activity</b> Trainer will explain the main components of a lesson plan, and explain the relationship between a well-prepared lesson and effective classroom management. Write the key points on the board :</p> <p><b>Subject:</b>write the subject at the top of the lesson plan (e.g. English, science, mathematics etc.) as this makes it easy to keep all lesson plans for a subject in one central location.</p> <p><b>Topic:</b> write the topic/area to be taught which provides a clear, link to the curriculum for tracking purposes.</p> <p><b>Grade Level/ Date:</b>Write the grade level and date, again for tracking the curriculum delivery through the year.</p> <p><b>The Aim(s)of the Lesson:</b> The broad goal(s) to be achieved.A successful lesson hasrealistic aims that meet the students' needs. For example, an English lesson plan might have:</p> <ol style="list-style-type: none"> <li>1. Introducing and practising new vocabulary.</li> <li>2. Revising previously taught vocabulary.</li> <li>3. Introducing a new grammatical point.</li> </ol> <p><b>Objectives:</b> Each aim will have at least one objectives, often there will be more than one objective. Objectives indicate specific knowledge or skills to be acquired by the students. Objectives should be. They must be SMART:</p>	20 mins	Blackboard and chalk

	<p><b>S</b>pecific (as specific objective has more chance of being accomplished than a general one).  <b>M</b>easurable (establish concrete criteria for recognizing achievement of the objective).  <b>A</b>chievable in the lesson (Objectives should stretch the students (high) but must not be out-of-reach of any one student)  <b>R</b>ealistic (To be realistic, an objective must represent what each student is both <i>willing</i> and <i>able</i> to work towards).  <b>T</b>imely (The objectives are set within a reasonable timeframe)  For example: “Sequence the stages of the life cycle of a butterfly”</p> <p><b>Resources and Materials</b> will include all the resources that will be needed while teaching such as white board, board markers, textbooks, worksheets etc.</p> <p><b>Outcomes:</b> Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills or attitudes.</p> <p><b>Teaching Methods:</b> A lesson plan can identify a range of different methods to be used at different times in the lesson for different purposes.</p> <p><b>The Procedure:</b> This indicates the schedule of activities through the lesson and how much time is given to each.</p> <p><b>Participant Activity</b>  The participants will listen to the trainer and will make notes about the parts of a lesson plan and their importance.</p> <p><b>Wrap up:</b>  List the components of a lesson plan as a reinforcement activity.</p>		
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	<p><b>Lesson Planning</b></p> <p><b>Trainer Activity</b> Ask the participants to arrange themselves into subject groups. Ask them to work in pairs or threes to prepare a lesson plan with the help of their group members. Use the PTB books to support the planning.</p> <p>The trainer will move around the class, visit all groups and discuss with them their topics, procedures and facilitate in the production of lesson plans</p> <p><b>Participant Activity</b> The participants will prepare lesson plans according to the prescribed format.</p> <p><b>Wrap Up</b> The trainer will close the activity explaining that having a carefully constructed lesson plan allows teachers to enter the classroom with more confidence. Also, one key strategy for establishing rapport with students is expressing interest in them and creating a warm, friendly class atmosphere.</p>	<p>40mins</p>	<p>PTB books/ chapters</p>
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## DAY THREE

### Session 5: Multi-grade Teaching and Assessment

Session Time 3:00 –4.00

	Topic/ Activity	Timing	Resource(s)
  	<p><b>Multi-grade teaching?</b></p> <p><b>Thinking Time: What is Multi-grade Teaching?</b> Ask participants to think individually for two to three minutes and write their understanding about the term ‘multi-grade teaching’ and then share it with the person next to them.</p> <p><b>Participant Activity</b> Participants will think individually for 2 to 3 minutes and write their understanding of the term ‘multi-grade teaching’, and then share it with the person next to them.</p> <p><b>Trainer Activity</b> The trainer will elicit the main points from the responses of the participants, write them on the blackboard and explain multi-grade teaching: Multi grade teaching – teaching classes of students not only of different ages and abilities but also at different grade levels.</p> <ul style="list-style-type: none"> <li>- It helps children, especially those in remote and isolated areas realise their right to education and therefore learn what they need – and want – to learn.</li> <li>- It is a cost-effective approach to providing schooling to children.</li> <li>- It encourages children from different backgrounds to learn with the help of their peers and therefore promotes cohesiveness.</li> <li>- It contributes to students’ cognitive development.</li> </ul> <p><b>Participant Activity</b> Participants will listen to the explanation.</p> <p><b>Wrap Up</b> Multi-grade teaching is very often forced on teachers in school because of local conditions, however there are numerous opportunities and benefits to be had, which should not be overlooked.</p>	<p>20 mins</p>	<p>Blackboard and chalk</p>

	<p><b>Assessment of Multi-grade Students</b></p> <p><b>Trainer Activity</b> Provide the following key points to the participants:</p> <ol style="list-style-type: none"> <li>1. Individual assessment – select activities that help measure the learning of each student. This can include tests, individual assignments and projects, using checklists, and by observing each student’s activities and reading his/her written work. Ask students to keep a portfolio of work which shows progress of learning and skills.</li> <li>2. Group assessment – observe how well each group works as a team. Assess what each individual student contributed to the results and how? Use a checklist to help.</li> <li>3. Self-assessment – ask students about their favorite and most difficult subjects. What additional help do they think they need in order to do better?</li> </ol>	10mins	Blackboard and chalk
	<p><b>Participant Activity</b> The participants will listen to the trainer and note down important points from the explanation given.</p> <p><b>Trainer Activity</b> Facilitate a brief discussion about the occurrence of multi-grade classrooms in the schools and how Head Teachers are currently supporting teachers to manage multi-grade teaching. Note good ideas onto the blackboard.</p> <p><b>Participant Activity</b> Participants will share experiences and ideas.</p> <p><b>Wrap up:</b> Finish by explaining that there are many opportunities for assessing different skills in multi-grade teaching:</p> <ul style="list-style-type: none"> <li>• Listening, talking, expressing opinions. Expressing oneself through body movements, creative writing, etc.</li> <li>• Reasoning, making logical connections. Questioning by expressing curiosity, asking questions.</li> <li>• Analyzing and drawing inferences</li> <li>• Showing cooperation by taking responsibilities seriously and sharing and working together</li> </ul>	20mins	Blackboard and chalk

	<p><b>Homework daily log:</b></p> <p><b>Trainer Activity</b> The trainer will give the following questions as homework:</p> <ol style="list-style-type: none"> <li>3. What is multi-grade teaching?</li> <li>4. Write four tools of assessment for a multi grade class and explain how can they help assess students in a multi grade class?</li> <li>5. How can you as head teachers help your staff in managing a multi grade class?</li> <li>6. Write H.W questions on black board.</li> </ol> <p>The trainer will give the following instructions:</p> <p>Give comprehensive, complete, relevant and your own answers; avoid copying from any book or getting help from any friend. You can write the answers in Urdu or English. The approximate time for completing the homework is 20-25 minutes.</p> <p><b>Possible Answers</b></p> <ol style="list-style-type: none"> <li>1. <b>What is multi grade teaching?</b> <b>Ans:</b> Multi grade teaching – teaching classes of students not only of different ages and abilities but also at different grade levels.</li> <li>2. <b>Write four tools of assessment for a multi grade class and explain how can they help assess students in a multi grade class?</b> <b>Ans:</b> 1. Individual assessment – select activities that help measure the learning of each student. This may include collecting basic information through administering a test, checking individual assignments and projects, using checklists, observing each student’s activities and reading his/her written work, and keeping anecdotal records of each student’s development. 2. Group assessment – observe how well each group works as a team – who are the leaders, who needs encouragement to participate, who prevents others from taking part – and the quality of the group’s results. 3. Self-assessment – ask your students about their favourite and most difficult subjects. What additional help do they think they need to do better? 4. Peer assessment – ask the peer tutors you</li> </ol>	<p>10 mins</p>	<p>Blackboard and chalk</p>
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have selected about the progress each of the students they are working with is making. Should different peers be assigned to work with students who are having problems?

**3. How can you as head teachers help your staff in managing a multi grade class?**

**Ans:** Panning the use of the classroom “space”, especially flexible seating arrangements for both you and your students, planning and carrying out multiple lessons at the same time , designing activities for students to keep them involved creating, arranging, and using teaching and learning materials ,establishing norms of behaviour expected of students to keep them learning

**Participant Activity**

The participants will note down the questions.

**Wrap up**

Trainer will remind the participants that experiences in multi-grade teaching can help to reinforce the major lessons discussed above which should be useful to you, as a multi grade teacher, in ensuring the best quality learning for your students.

## DAY FOUR

### Session 1: Reflection/ Preparation Work for Presentation

**Session Time: 9.00 -9:45**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Objective for the Day</b></p> <p><b>Trainer Activity</b> Provide the objective for the day.</p> <p>By the end of the day, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare and implement a school improvement plan (SIP)</li> </ol> <p><b>Participant Activity</b> Participants will listen to the objective.</p>	5 mins	
	<p><b>Reflection on Previous Day</b></p> <p><b>Trainer Activity</b> Trainer will ask the participants to work in pairs to review the previous day's homework.</p> <p><b>Participant Activity</b> The participants will work in pairs to review the previous day's homework.</p>	10 mins	-
	<p><b>Trainer Activity</b> Write the topic for presentation, "Develop School Improvement Plan" on the blackboard. Refer to School Improvement Plan discussed on Day One, sessions 4 &amp; 5. Divide the participants in five different groups by counting round the participants from 1 to 5. Flip charts will be provided to each group Provide them with following guidelines for an effective presentation. This includes :</p> <ol style="list-style-type: none"> <li>1. Appropriateness of content</li> <li>2. Time management</li> <li>3. Well organized and well planned</li> <li>4. Use of resources</li> <li>5. Legible hand writing</li> </ol>	30mins	<p>Black board and chalk</p> <p>Flip charts and markers (one per group)</p>

	<p>Move around the class and facilitate the participants if an idea is unclear, allow participants to ask for clarification. When the group runs out of ideas, use prompts to elicit more suggestions.</p> <p>In the whole group, facilitate a discussion about some of the elements that the Head teachers have included in their SIPs.</p> <p><b>Wrap up</b> All Head Teachers should have at least the beginning of a school improvement plan which they can continue working on. In the next session, there will be opportunity to get feedback and support on developing the SIPs through the presentations.</p>		
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## DAY FOUR

### Session 2: Presentations by Head Teachers on School Improvement Plans

Session Time 9:45 am-11:00 am

	Topic/ Activity	Timing	Resource(s)
	<p><b>Presentations</b></p> <p><b>Trainer Activity</b> Provide the following instructions: The presentations will take place in the work groups. Use this as an opportunity to get support and feedback on the SIPs in order to improve them. Be critical but supportive of each other.</p> <p>Calculate the amount of time allotted to each presentation based on the number of Head Teachers and the time allowance in the session.</p>	5mins	-
	<p>Move around the groups and watch the presentations, taking part in the feedback process where required.</p>	60 mins	-
	<p>Follow the presentations with 10 minutes of participants finding a partner from another group and the partners sharing their SIPs</p>		
	<p><b>Participant Activity</b> Participants will give presentations in their groups.</p> <p>Participants will find a partner from a different group and they will share their SIPs with each other.</p>	10 mins	-
	<p><b>Wrap up</b> Draw out some of the strengths from the SIPs reviewed.</p>		

**DAY FOUR**  
**Session 3: Video Review**

**Session Time 11:15 am-1:00 pm**

	Topic/ Activity	Timing	Resource(s)
	<p><b>Video Review</b></p> <p><b>Trainer Activity</b> Review ALL videos used in the training. Tell the participants that this is a review in order to reinforce the important elements of being a Head Teacher in a PEF school, and a review provides an opportunity to identify points missed on the first viewing.  Facilitate discussion of the ideas and concerns presented in the videos and how the Head Teachers will act on these.  Make notes and highlight key points from the discussions on the blackboard.</p> <p><b>Participant Activity</b> Participants will watch the videos and engage in a whole group discussion after each video. As they watch the videos, they will make notes in order to focus the discussions.</p> <p><b>Wrap Up</b> Review the key points written on the board.</p>	<p>145 mins</p>	<p>Videos provided by PEF</p> <p>Blackboard and chalk</p>

**DAY FOUR**  
**Session 4: Wrap Up/ Q&A Session**

**Session Time 2:00 pm-3:00 pm**

	Topic/ Activity	Timing	Resource(s)
	<p>Wrap Up of the Level 2 Training</p> <p><b>Trainer Activity</b>  Assign presentation topics to the groups. The topics are:</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Managing Change</li> <li>• Evaluation</li> <li>• Disaster Risk Management</li> <li>• Lesson planning</li> <li>• Inclusive Education</li> </ul> <p>When the groups are ready, each group will give a comprehensive presentation as a review of the topic given to them.</p> <p><b>Participant Activity</b>  Participants will work in their assigned groups from the previous day.  They will discuss the given topic in groups and will make a presentation to the other groups on the topic assigned to them.</p> <p><b>Wrap Up</b>  Reinforce the content of the presentations by referring back to the content and objectives. Stress that what they have learned from these training sessions will help them to be even better head teachers.</p>	<p>60 mins</p>	

## DAY FOUR

### Session 5: Next Steps/ Evaluation of Training Session Time 3:00 –4.00

	Topic/ Activity	Timing	Resource(s)
	<p><b>Energizer: Chalkboard Sentences</b></p> <p><b>Trainer Activity</b>            Instruct the participants that they will be competing to see which team is the first to complete a group sentence.            Divide participants into their assigned groups.            Each group has to nominate a leader.</p> <p>Explain the rules of the game.            The rules are: each group member needs to add one word to the sentence.            Players take turns; after they go to the board and write one word, they run back to give the next player the chalk, and then go to the end of the line.            (The sentence must contain the same number of words as there are members on the team.)            A player may not add a word between words that has already been written.  <b>THERE CAN BE NO TALKING DURING THE GAME!</b></p> <p><b>Participant Activity</b>            Participants will listen to the instructions and will follow/ act accordingly.            The groups line up at some distance from the board.            Each group member will add one word to the sentence.</p> <p><b>Trainer Notes</b>            Discuss the value of anticipatory thinking and the importance of individual cooperation in a group task.</p>	15mins	Blackboard and chalk
	<b>Evaluation</b>		

	<p><b>Trainer Activity</b></p> <p>Review in the whole group the objectives of the course.</p> <p>Review each objective briefly reminding participants of the key points associated with it.</p> <p>Stimulate discussion identifying what new knowledge/ understanding the participants have, and identifying what implementations are associated with these.</p> <p><b>Participant Activity</b></p> <p>Reflect on the objectives and how they will be implemented, and discuss their understandings and ideas in the whole group</p>	40mins	-
	<p><b>Vote of Thanks.</b></p> <p><b>Trainer Notes</b></p> <p>The trainer will thank the teachers for their active and valuable involvement. The trainer will also highlight the commitments of PEF, in providing them this excellent professional learning opportunity.</p> <p>Ask participants to complete the homework log at home and continue learning.</p>	5mins	