# DAY 1

## CONCEPT: SCHOOL, CLASSROOM AND LEARNING

*Guidelines for the trainers: The following section contains details about skill sets and teaching aids required to conduct the training session along with references for further reading.*

| **Required trainer skill set:**   * Understanding of NESP * Understanding of present school processes of Afghanistan * Knowledge of school time table and academic calendar | **Expected Outcome:**   1. Understand the different school process contributing to learning 2. Understand the importance of school in enabling learning 3. Understanding aims of schooling and its processes |
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Additional Readings for Trainer: :

Reading References: The Stanford encyclopedia of philosophy. [<https://plato.stanford.edu/entries/embodied-cognition/>. Retrieved: 12th May 2021].

Star, Jon R., and Gabriel J. Stylianides. 2013. Procedural and Conceptual Knowledge: Exploring the Gap Between Knowledge Type and Knowledge Quality. Canadian Journal of Science, Mathematics, and Technology Education 13, no. 2:169-181 [Link](https://dash.harvard.edu/bitstream/handle/1/10752457/starstylianides20121223.pdf?sequence=1)

**For Reading Activity:** National Education Strategic Plan 2017-21 (Page: 2,3,4,5) [Link:](http://anafae.af/wp-content/uploads/2016/11/National-Education-Strategic-Plan-NESP-III.pdf)

| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| Day 1 | *Competency Developed:* Knowledge of pedagogy, Knowledge of NESP III, System and Strategic Thinking, Logical and critical conversation, Collaborating with Others | | | |
| Introduction to the training  +  Orientation to module for next 10 days | Concept 1: School, Classroom and Learning | Discussion and overview of training from previous module | 20 mins |
| Presentation of next 10 days module in sections, competencies and its objective | 10 mins |
| Outline of 10 days training plan | 10 mins |
| Activity 1: Ice breaking | 40 mins |
| Small Break | 10 mins |
| Discussion on understanding classroom processes enabling learning | 40 mins |
| Understanding importance of teacher in ensuring learning | 40 mins |
| Lunch | 60 mins |
| Activity 2: Watching video and video based reflection | 40 min |
| Understanding different educational activities conducted to ensure learning | 40mins |
| Small Break | 10 mins |
| Discussion on aims of schooling in present context | 20 mins |
| Activity 3: Articulating aims of schooling | 40 mins |
| Structured reflection for the day | 20 mins |

### Introduction and overview of training

*Materials needed: Projector and laptop to present ppt*

After giving a trainer introduction, the trainer will have a brief discussion with the participants about the last module. After building the connection between the module, the trainer will explain GDAS competencies to be addressed in this training. Then will emphasize how these 10 days will contribute to their job role.

| Activity 1: Ice breaking (40 Mins) *Materials needed: Flip Chart + Marker.*   * The trainer will welcome all the participants in the workshop, and for introduction She/he will give instructions for an ice breaking activity where different participants will be divided into small groups. Participants will introduce each other in the small group. * Instruction to Participants: Participants will analyze their experiences of the world based on the indicators given below in the table. For example: if someone is listening to the radio, apart from just depending on their hearing senses, what percentage of other senses they can apply simultaneously to feel what they are listening to. * To enable participation, the trainer can give her/his own example while watching a live cricket match, She/He mostly rely on visuals and focus less on audio or smell. After giving this example, the trainer will give 15 minutes to all groups to discuss. * There will be no one correct answers. But individual differences are important. Through this activity supervisors may also reflect inclusion and how people with disabilities experience things. * **Objective of this Activity**: To help learners engage with everyday actions at a deeper level by thinking through Senses as Concept, applying to different situations they already know. * Instruction to participants; : Estimation of what percentage of all the sensory information you receive comes through each Senses. The trainer will show the activity table on the slide and ask groups to reflect on this. * Instruction to participants; : Estimation of what percentage of all the sensory information you receive comes through each Senses  |  | sight | Hearing | Smell | Touch | Taste | | --- | --- | --- | --- | --- | --- | | Listening to a radio Show |  |  |  |  |  | | Watching a Television |  |  |  |  |  | | Walking on the Street |  |  |  |  |  | | Having Food |  |  |  |  |  | | Interacting in a group |  |  |  |  |  | | Playing football with Friends |  |  |  |  |  |   What is the concluding idea (Referring PPT): (Trainer will explain to the class)  It is very fascinating that What connects you to the external world? Not just about connecting to the external world. We are continuously creating meaning out of our experiences through our senses. Also the experiences evolved over time and these evolved meanings gives opportunities to learn new things. In a classroom setting, where we create learning opportunities for younger ones, we should design learning experiences more carefully.  Example: Imagine that we load a lot of educational videos on a laptop or maybe on a Television set, and ask a kid to watch. The kid will watch those videos. Definitely he will watch and listen to that content. It is a passive way to engage with kids. We don't know what she is learning, what she is thinking. Even the kid is not able to interact with that video.  After a short break, We will talk about the classroom and Active Engagement. |
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------------------------------------------------------------------------------------Small Break-----------------------------------------------------------------------------------

Topic of Discussion: Classroom

Purpose of this Session: Understanding Classroom Processes that enable learning.

*Materials needed: Flip Chart + Marker*

**What does our classroom stand for?

Trainer note: The Trainer will capture the response of small group’s' views and support them in identifying different aspects of the classroom. For example: classroom stands for adult/ teacher to student/children learning, peer learning, power equation between teacher and students, subject and curriculum etc.

What is the concluding idea (Referring PPT):

* + Learning from the **instruction provided** by teachers
  + Learning from **scaffolding** provided by teacher
  + Learning from the **question** posed by teacher
  + **Learning from peers**
  + Learning from the study **materials/TLMs** (**Textbook, Blackboard, Toys, Posters, Notebook etc**) provided

**What is the role of the teacher in the socialisation process of the child?

Trainer note: Here the Trainer will try to gather participants understanding how the classroom facilitates children to express in social settings, understand social setting, challenge socialisation norms such as descriminatoion of any kind so that participants do not see the classroom just as a platform for curriculum learning.

What is the concluding idea: Generally, the classroom is perceived as a platform to enable learning through curriculum facilitation.Teacher can provide different opportunities for students to learn beyond the textbook.

* + Ensuring learning using the student background knowledge
  + Ensuring learning using environment
  + Ensuring learning from using different views of students

| Activity 2: *Materials needed: Flip Chart + Marker + Laptop + audio System + Projector*  **Objective of this activity:**   * Identify the various learning spaces that are carried out in schools with a purpose. * Analyse the purpose of the various activities and their relevance in educating children.   The trainer will build a situation and ask the following questions to participants.  About this School: Imagine a School. Until a few years ago, students at the Shahid Khakrizwal Girls High School in Kandahar city, Afghanistan studied in tents. This changed in 2009 when the school started receiving support from the Education Quality Improvement Program, which built a two-story, 20-room building for the school, equipped it with teaching and learning aids, and trained the teachers.  Questions:   * Identify the various learning spaces that are carried out in schools with a purpose. * Analyse the purpose of the various activities and their relevance in educating children.   Trainer note: The Trainer will support participants to identify different schooling activities in a day such as assembly, recess break, sports activities, parent teachers meeting, examination, celebration of festivals etc and how these different activities contribute to different purposes of schooling and educating children. Trainer may explain the following example.  Playing together in the playground contributes to..   * + Supports in developing physical development of students   + Understanding rules and discipline of the games   + Coordination with each other   + Peer learning,   + Understanding failure and success   + Communication skills   + Respecting diversity   Trainer will ask participants to take any one example mentioned below, and discuss in their respective group. The responses of the group have to be recorded on a Chart paper.  \_\_\_\_\_\_\_ Space/Activity Contributes to  **Learning Spaces Like Library, Science Lab, Staff room, ICT Lab etc.**  **Activities like Preparing Timetable, Taking Attendance, Assembly, Parent-Teacher Meeting, Other Activities to reduce Dropouts, Textbook, Student Absenteeism, Asset Management & cleanliness of School, Lesson Plan making etc.**  What is the concluding idea:  (Trainer will explain to the class)  It is important to understand how space, time, academic/non academic activities play together in a school. In a school, there are both seen and unseen. Understanding the connection, coming up with a solution, testing that idea, documenting the process, and discussing with key stakeholders, and prescribing the solution are the key takeaways of this activity.  It is also important to understand that only space, time and academic/non academic process influences learning at school. There are other Major factors that influence how much and how well we learn at School. .  **Prior Knowledge**: General and specific abilities greatly influence learning, but how much a learner already knows about what he or she is being taught also strongly affects learning. Prior knowledge helps the learner acquire additional knowledge or skills more rapidly.  **Motivation in Teaching Learning:** We often talk about motivation and its importance, but what is it? There is a long list that we can discuss and reflect on. But in a School Setting, Motivation appears to be affected by three major factors: value, confidence, and mood.   * + **Value to learn the subject:** The more we value something, the more motivated we are about it. If you value being seen as someone who likes Mathematics, you will become more inspired (that is, motivated) to learn about it. The higher the value attributed to what is to be learned, the greater the motivation.   + **Confidence in the classroom:** The optimal point of motivation is where the learner has enough confidence to feel she or he can learn, Understand the concept, solve the problem, Things like rewards, Prizes, Punishment, Humiliation, relationship between teachers-Students, Feedbacks affect mood. A conducive learning environment would enable teachers to better manage, motivate and engage their charges.   + **Mood**: Personal feelings affect our mood as does the atmosphere of the learning and working environment. A positive learning environment tends to improve a person's mood and, hence, his or her motivation. |
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------------------------------------------------------------------------------------Small Break-----------------------------------------------------------------------------------

*Discussion and reflection :* Discussion on aims of Schooling

In the previous session We learnt about school, classroom, and learning. Also tried to understand how other learning spaces like the playground, library, Science Labs helps a child to grow. Now, Let's try to understand what **Afghanistan Education Ministry’s National Education Strategic Plan 2017-21**  tells us about common goals for education.

Here the trainer will give the one page to be read out by participants from **Afghanistan Education Ministry’s National Education Strategic Plan 2017-21**. The trainer will give participants 20 minutes to read the document and understand the goals from the document. After the goals are read by the participants, the trainer will ask participants to have discussion and reflection within the group on

* What do they understand from the goal statement?
* How do they see their role in ensuring these goal fulfillment as supervisor?

**The common Goal of the Strategic Plan is *to prepare skilled and competent citizens through the education system to sustain Afghanistan’s socioeconomic development and social cohesion*. : -National Education Strategic Plan 2017-21 PP 2**

The Strategic Plan is presented in three main sections:

1) Quality and relevance; 2) Equitable access, and 3) Efficient and transparent management.

| Activity 3: Reading Activity *Objective of the Activity: Through this activity, Participants will read the NESP III Goal and draw out their role in ensuring national goal.*    **National Education Strategic Plan 2017-21 (Page: 2,3,4,5)**  *Materials needed: Flip Chart + Marker and Prints Copies of NESP III*  Trainer Note:   * Trainer will distribute the copies to all groups. It is recommended that all participants will get one copy of the suggested reading. * Participants will read the document and discuss it in their respective groups.   What is the concluding idea:  (Trainer will explain to the class)  To achieve national goals, The objectives are clear. We all are part of the implementation Process to achieve it. The following provides a summary of six areas of focus for **quality improvement**:   1. Develop the **relevance of the curriculum**, to provide learners with **appropriate social values and the skills needed** to put knowledge to practical personal use as well as for the community, society and the nation 2. Preparation and deployment of **professional teachers through a competency-based training programme**, a system for support with quality assurance, and flexible deployment models 3. Preparation and deployment of school administrators including **principals trained in leadership roles in management**, administration, school improvement and supervision of teachers 4. **Creation of a school and classroom environment that is safe (physically and psychologically), healthy, non-discriminatory, inclusive and child friendly** 5. **Teacher professional development** to ensure continuous improvement in **instruction quality** in government, private and community schools. Revision of the policy for teacher evaluation linked to promotion and official teaching credentials through the national credentialing program 6. **Routine objective assessment of student learning outcomes in country** |
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| **Activity 4: Structured reflection of the day**  Structured reflection (25 mins + 10 mins)  The participants will end the day with the structured reflection session. Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups.  All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them.  It is upto the trainers discretion on how they want to proceed.  To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of  training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two reasons to include interactive diaries in this training. First, it will include supervisors’ voice in the training process. Second, it builds a transferable skill in the supervisors that they can use when they are working in the field with their supervisors. The Trainers will see trainees as valuable contributors in their development as supervisors, and for trainees get to actually comment on their training to make it their own. Interactive diaries Material required: Any notebook and a pen.  The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as,  1. What did you learn about in today’s training?  Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors. as references for further reading. |
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