

Creative Approaches

HANDBOOK FOR **PD COORDINATORS**





Professional Development Programme

Theme 1: Creative Approaches

Handbook for Professional Development Coordinators



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Other sources are detailed in the acknowledgements section.

Introduction to T-TEL

Welcome to the Transforming Teacher Education and Learning Handbook for Professional Development Coordinators.

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme seeking to increase learning outcomes - for tutors in Colleges of Education, their student teachers, and above all for pupils in school. To that end, T-TEL has created a set of professional development resources for use by you, the tutor, for in-service college-based professional development.

The resources are organised into twelve themes focusing on pedagogy and effective college classroom practice, such as creative approaches, questioning, group work, Assessment for Learning, Leadership for Learning, enquiry-based learning, gender, inclusion, and many more. The themes have been chosen because of their relevance to improving learning outcomes through the use of active pedagogies. For each of the twelve themes there are different teaching strategies (or teaching approaches). For instance, the teaching strategies in the theme “Creative Approaches” are songs, role-play, modelling, games, storytelling, poems and rhymes, and play.

For each theme, the teaching strategies are presented together in a single book (in print), but are also available online on the T-TEL website in various formats (such as HTML, ePub, PDF) alongside supporting information. All T-TEL resources are Open Educational Resources (OERs), available under a Creative Commons Attribution Share-Alike licence. This means that you are free to use and adapt them as long as you attribute T-TEL and retain the same licence. In fact, we have used that same process to develop these materials from other OERs that are available, such as the TESSA Ghana materials, and the OER4Schools programme.



Introduction to the Handbook for Professional Development Coordinators

This handbook covers the 5 sessions for the first half of semester 1. The theme for this half of semester 1 is **'Creative Approaches'**. The second half of the semester, the PD Programme continues with Theme 2 (Questioning) in the second half of semester one, and a separate PDC Handbook will be available.

This handbook includes 'PDC Notes' for you, the professional development coordinator. Here is the first one:

PDC Notes
<p>Informing the tutors about the arrangements for Professional Development Sessions.</p> <p>Check the following arrangements have been made with your principal.</p> <ul style="list-style-type: none">• The principal needs to set a time for weekly Professional Development Sessions (PDS). This should be time tabled, within the usual weekly college timetable.• The principal needs to inform all tutors, inviting them to participate in the first PDS.• The first PDS should take place in the 2nd week of the semester (5th October).• The principal should be open the first session, confirming the arrangements with the tutors.• Before your first PDS make sure you:<ul style="list-style-type: none">• read this session in advance and if you have time practice the activities with a peer;• anticipate what questions, queries might arise (there are some guidance notes to help you with this);• prepare the required materials and resources – check the resources box (below) each session.

This handbook also provides 'Resources' boxes to help you prepare for your

PDS. The box lists items you need to have ready in advance. Here is the first 'Resources' box:

Resources

During the session, you will need a space to write things down. A blackboard and chalk is perfect, as is a flip chart and marker pens (if you have any). This is essential for all of your PD sessions. Please do not let lack of resources stop you, but improvise!

In addition, your PDS should be run in a room, which has furniture you can move, has natural light and is clean.

If you are unsure about anything, please contact your Teaching and Learning Adviser (TLA).

There are a number of **Handouts** required during the sessions. They can be found in the appendix to the PD Guide for Tutors, and thus do not need to be copied.

During the inception workshops, we developed a shared understanding of what the role of the PDC entails. The next page shows what we wrote down.

Shared Understanding of the Role of the Professional Development Coordinator

Before the PD session

- Identify the venue that is available (week by week)
- Arrange the venue with other tutors
- Read through relevant section of PDC manual
- Prepare resources and identify the resource limitations

During the PD session

- Reflect on the implementation of activities planned in previous PDS
- Support the tutors in developing concrete and written lesson/activity plans
- Take pictures and share on Facebook (at least one picture per session with caption)
- Remind tutors to try to implement their activity plan in their classrooms

After the PD session

- Reflect amongst PDCs and write into your learning journal
- Complete a short survey online
- Upload image to Facebook

Professional Development Session 1

An Introduction to the T-TEL Tutor Professional Development Programme for Colleges of Education

Objectives for PDS 1

By the end of this session your tutors will be able to

- Describe the purpose and goals of the professional development sessions;
- Develop a conducive working environment of mutual respect and understanding;
- Commit to attending the PD sessions as much as possible;
- Develop a shared understanding of how the PD sessions will help their development;
- Describe the meaning of “reflective practitioner”;
- Use Learning Journals;
- Develop their reflective skills; and
- Reflect on the activities they experience in the introduction sessions.

Attendance Record

Before each PDS take the **attendance record** and record it in this handbook in the box below.

Date			
Number of tutors present		out of	

Let's get now started with the first PDS.

Handout: Outline for PDS 1

- Principal's Welcome (10 mins)
- Overview of the Programme and Programme Agreement (10 mins)
- Find Someone Who (15 mins)
- Expectations (10 mins)
- Ways of working together (5mins)
- Introduction to the objectives (5 mins)
- Introduction to Learning Journals and Reflective Practice (10 mins)
- Where we are now . . . where we want to be? (15 mins)
- Reflection and using learning journals (10mins)

Total time = 90 mins

PDC Notes

Note that all handouts needed for the PD sessions are reproduced in the appendix of the **PD Guide for Tutors**. At this point, ask the tutors to look at the back of their Guides, to identify the handouts section.

1.2. Principal's Welcome

The principal should be open the first session, confirming the arrangements with the tutors, in particular the time / day for the PDS, as well as confirm that everybody should attend all 12 sessions in the first semester.

This kind of tutor professional development is part of the tertiary College of Education, and will continue indefinitely into the future, for all tutors.

Give a very brief overview of T-TEL and the three year Tutor Professional Development Programme.

1.3. Overview of the Programme & Programme Agreement

Resources

This activity will require one print out per tutor of the overview of the programme for semester 1. If you cannot print this, write it on the board or on a piece of flip chart paper in advance of the session.

Introduce the topics to be covered for the forthcoming 12 sessions in this semester. Share the handout below:

Handout

The Tutor Professional Development Programme in Semester 1

Semester 1	
Theme 1: Creative Approaches	Theme 2: Questioning
1. Introduction to the Programme	6. Questioning to support learning (T2-1)
2. Introduction to the Programme (continued)	7. Open and closed questions (T2-2)
3. Games (T1-1)	8. Common mistakes associated with questioning (T2-3)
4. Storytelling (T1-2)	9. Using questions to promote thinking (T2-4)
5. Role-Play (T1-4)	10. Using questions to investigate misconceptions (T2-5)
	11. Involving everybody in questioning (T2-6)
	12. Leadership for Learning and Review of our progress this far

Key features of the programme

- Weekly sessions, attended by all tutors.
- Teaching between sessions using the activities prepared during the sessions.
- Keeping a learning journal.

Once you have shared the outline, address any questions tutors may have.

See whether you can come an agreement for the sessions – are all tutors happy to meet on a weekly basis? Will tutors be happy to implement new teaching ideas?

1.4. Find someone who . . .

PDC Notes

As you prepare for this session, remember to go through the activities in detail, to make sure that you can run the activity smoothly during the PD session itself. You will remember many of these activities from the zonal induction workshops, and might like to look back at the notes you made at the time.

Resources

This activity requires printing the handout: “Find Someone Who”. You need one copy for all tutors. Remember that you need to identify all of the required resources in advance of the session, and have them available in time.

If you do not have printing facilities available, put the FSW table on poster paper or the board and ask your tutors to copy it into their books. This is good practice for low resource areas and also contexts your student teachers might find themselves teaching in.

Run this activity as follows:

- Introduce the activity ‘Find someone who . . .’
- Give out handout on ‘Find Someone who . . .’ (below)
- Explain that they must walk around the room and **talk to people** about the statement.
- If the statement applies to them, write their name in the box. Then move to a different person.
- There must be different names in each box, before the activity is complete
- After the activity, ask tutors to give examples of the answers they received from their peers. Encourage them to talk about each other.
- Finally, elicit from your tutors when and how they could use this activity in their classes.

Handout: Find someone who . . .

Find Someone who . . .	Name
Wants to change the way they are teaching	
Knows why they are here	
Can explain what a 'reflective practitioner' might be	
Has been a mentor or a coach	
Can explain 'professional development'	
Can use only gestures to describe a traffic warden	

1.5. Tutor Expectations

PDC Notes

In this activity it is important to understand the expectations of your tutors, in order to establish whether your objectives for the sessions match these expectations.

- Take a picture of your sheet with expectations (like the image below), and email it to us.
- Keep the 'Expectations' on the wall, so that they won't be lost.
- Issues that may arise from the 'Expectations' activity:
- Do we really have to do this every week?
- Will we be paid?
- As a social science tutor, do I have to do this, when there is no content for social science?

Resources

For this activity you will need either 'Post-it notes' or strips of paper you prepared earlier. These will be stuck on the wall later.



Figure 1. Tutor expectations recorded at the inception workshop

Run the activity as follows:

- Hand out the post-it notes (or strips of blank paper, ideally with drawing pins).
- Ask your tutors to write down between 1-3 expectations they have for the sessions. Tell them not to put their names on the paper.
- When they are ready, ask your tutors to put their expectations on the walls.
- Allow time for the participants to look at each other's.
- Ask some of the tutors to read 2 or 3 of them aloud and see if your tutors can categorise them under a heading e.g. Skills, Attitude, Knowledge, Resources etc
- Explain that you will come back to them at the end of each Theme to see how many expectations have been fulfilled.

1.6. Ways of working together

PDC Notes

This is an important activity as it sets the guiding principles of how you will all work together. Depending on your time do this either as a whole class or ask them to brainstorm in groups.

Run the activity as follows:

- Elicit how you will work together. What rules and principles will you adhere to?
- Make a poster of these and place it where everyone will see it clearly.
- Refer to it from time to time or when it is necessary to remind the group how they had decided to work together.

1.7. Introduce the objectives of the session

Resources

This activity involves flip chart paper stating the objectives which you prepared earlier.

If you have a photo of the poster you had in your Zonal workshop, use it as a guide for your objectives.

Run the activity as follows;

1. Compare what is stated and what tutors have written in the previous activity.
2. Ask the tutors to draw out which are the important words to them.
3. Ask tutors if there are ways the objectives could be improved. For example, are the objectives realistic?

1.8. Introducing the learning journal and reflective practice

PDC Notes

This is the first opportunity to start integrating reflective practice into the session. Reflection is a difficult skill that needs to be practiced, so provide some structure to this activity.

Ahead of time ask tutors to buy their journals and explain that they are to be used to make notes on their reflections.

Explain these are personal and it is the tutor's (their own) decision whether they use them or not. Ask them to treat the journals separately from their notebooks.

Please note that as a reflective practitioner yourself it will be good practice for PDCs to also keep a reflective journal to reflect on your PD sessions.

Resources

Before the session starts (if possible) ask your tutors to buy a book with a hard cover as their 'Learning Journal'.

Run the activity as follows:

- In their journals, ask tutors to consider the following questions:
- *What was done in this session so far?*
- *Why were the activities designed in the way they were?*
- *How did it make you feel?*
- Elicit feedback from tutors, including their thoughts on the reflective activity.

1.9. Where we are now, where we want to be ...

PDC Notes

In this activity your tutors start to think about themselves as professionals and their own professional development.

Resources

This activity will require preparation of the handout: 'Where we are now, and where we want to be ...'

If possible, print it out. Otherwise write it on a piece of paper or the board, for tutors to copy. If the Theme 1 PD Guide for Tutors is available, you will find the handout in the appendix.

Run the activities as follows:

- Give a copy of the handout to each tutor.
- Ask each tutor to complete the table only, ticking whether they disagree or agree with the statements.
- After 5 minutes, ask them to stop, share and compare with the person sitting next to them.
- Conduct a plenary session with the group. Explore their answers and encourage group discussion on important or contentious points.
- Then in pairs they should complete the second activity on the handout specifying 4 things that they would like to change.

Handout

Where we are now, and where we want to be

Statement	Agree	Disagree
I would like to use more interactive activities in my classes but do not have time.		
I know my students' names.		
I know my students' backgrounds.		
I would like to use more interactive activities in my classes but do not know what they are.		
I think interactive activities are a waste of time.		
I know what my students like and their interests.		
I am aware of my students' differing abilities, their strengths and problem areas.		
I teach so my students can pass their exams.		
I like to try to get a balance of theory and practice in my lessons.		
I think theory is important so focus on theory in my classes.		

Sit with a friend and share your answers to the statements.

What does it tell you about yourselves as tutors? Is there anything you would like to do differently?

Together write down 4 things you would like to change about the way you are teaching / doing things now:

1.	
2.	
3.	
4.	

Elicit these ideas and make a “poster” together, as shown below. If you do not have poster paper, just write it on any paper that you have available (or even the blackboard).

Where we want to get to...

Explain that these PD sessions aim to help them make step by step changes to their teaching and learning in their own time.

1.10. Reflection and Learning Journals

Give your tutors some trigger questions to guide them to reflect on what they did in PDS 1. Here are some examples:

- What do you think you have learnt today?
- How did you learn? What helped or guided you? How were you guided?

1.11. Close of Session

Make sure there are no unresolved questions or queries. We would like to stay in touch with the tutors, so if they wish, they can visit <http://tiny.cc/pdsurvey> to provide feedback on the PD session, register their contact details, and join social media. Finally, close the session, reminding tutors to come back at the same time next week.

1.12. Reflection for the PDC

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we kindly ask you to fill in. If you encountered issues that you feel challenged by, or feel unsure, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!

Professional Development Session 2

Introduction to Tutor Professional Development (continued)

Objectives for PDS 2

By the end of this session your tutors will be able to

- Describe what professional development means
- Recognise tutors and themselves as professionals who will act as 'change agents'
- Describe the roles and responsibilities of the PDC
- Develop their reflective skills
- Reflect on the activities they experience in the introduction sessions

2.1. Introduction

PDC Notes

This session is for use during your 3rd week of the semester and your second PD session. Make sure you:

- read this session in advance and if you have time practice the activities with a peer
- anticipate what questions, queries might arise (there are some guidance notes to help you with this)
- determine what the required materials and resources are.
- If you are unsure about anything, please contact your TLA.

This session is a continuation of the introductory session you began in PDS 1 last week. This session looks more closely at the tutor as a professional and professional development.

Outline for PDS 2

- The Tutor as a Professional (30 mins)
- Introduction to Continuing Tutor Professional Development (20 mins)
- Implications for the role of the PDC (15 mins)
- Our principles for TPD (10 mins)
- Reflection and Learning Journals (15mins)

Attendance Record

Before each PDS take the **attendance record** and record it in this handbook in the box below.

Date			
Number of tutors present		out of	

2.2. The Tutor as a Professional

PDC Notes

Read through your PDS2 before you run it so you are well prepared!

Organisation ideas for the 'Brainstorm'

If the group is small 'brainstorm' as a whole group. If you have a large group, divide them into smaller groups, nominate scribes for the latter and ask them to brainstorm.

Organisation ideas for the 'Running Dictation'

Put each of the four definitions (see box below) on pieces of paper and stick on the wall around the room. You should have two sets (this depends on how many tutors are in your group) of the four definitions. Stick them on different sides of the room.

Resources

This activity will require preparation of the definitions of the roles of the tutors for a **Running Dictation**. At least 2 sets will need to be posted to the walls of the classroom. You will need some adhesive (sellotape, blue tac etc) to do this.

Run the activities as follows:

Brainstorm:

1. Write 'What are the characteristics of being a tutor?' on the board/ flipchart.
2. Give your tutors 5 minutes to do the brainstorm either in groups or whole group (if the group is small).
3. The groups of tutors should make notes of the brainstorm (if you are doing the brainstorm with a small group, record their ideas on the board).

Running Dictation:

1. Put tutors into groups.
2. Ask them to identify at least one 'runner.'
3. Instruct the runner to quickly read what is posted on the wall and return to their group.
4. They should summarise (not recite) what they have just read.
5. The rest of the group should make notes.
6. When the runner has finished summarising the 4 paragraphs, the group should compare what they have been told with their brainstorm. Give your tutors 10 minutes to do the 'Running Dictation.'
7. Ask them to categorise their ideas from the brainstorm with the new information if possible e.g. Skills, Knowledge, Values and Professional Development. Give them 5 minutes to do this.
8. After the activity, explore how the paragraphs e.g. what are the key themes coming out? (Skills, Knowledge, Values/ attitude, Professional Development) How did it compare with their own ideas? What is the same? What is different? What do they agree/ disagree with? Spend 5 minutes on this.

Paragraphs for the Running Dictation

Adapted from the "Beginning Teachers' Handbook"

A tutor needs:

- Professional knowledge about curriculum, pedagogies and other methodologies for teaching & assessing, subject matter, characteristics of students, well-rounded culture, policies and legislation, etc - Teachers must possess in-depth knowledge and understanding of their profession.
- Professional skills such as teaching & learning process, learner assessment, classroom & school management, student counselling & guidance, communication, relationship-building, etc - Teachers apply professional skills acquired both in and outside the classroom/school.
- Professional values and commitment such as ethics, morals, good role models, following legislations, self-managing, responsibility, punctuality, passion, educational affection, leadership, cooperativeness, etc - Teachers must behave well in society.
- Professional development such as participation in professional teacher organizations and activities, continuing lifelong learning, self-reflection & self-cultivation, etc –
- Tutors must contribute to their own continuous professional development.

2.3. Introduction to Continuing Tutor Professional Development (TPD)

PDC Notes		
<p>In-service training (INSET) is part of a tutor's Continuing Tutor Professional Development (TPD) but is not the only form of TPD. If we look at TPD in terms of formal, informal and non-formal we can see the following- please look at the table below.</p> <p>We can encourage our tutors to experience all types of TPD.</p>		
Continuing Tutor Professional Development		
Formal	Non-formal	Informal
<p>Focus on training: short, medium, long term courses;</p> <p>Upgrading; further qualifications;</p> <p>Familiarisation with curricula reforms and new education policies;</p> <p>'Fixed period';</p> <p>Tends to be narrower focus;</p> <p>Relates directly to work/ workplace;</p> <p>We usually have to do it.</p>	<p>Taking part in peer classroom observation and feedback,</p> <p>Using mentoring & coaching</p> <p>Collaborative planning and teaching</p> <p>Action research</p> <p>We usually want to do it.</p>	<p>Is more individual and private and can include:</p> <p>ICT networks (social media), using the internet, Google etc. ,</p> <p>Staff room chats with peers, family, friends</p> <p>Reading professional journals and articles.</p> <p>Audio-visual – TV/ DVDs etc</p> <p>More autonomous.</p> <p>We usually want to do it.</p>
<p>Crosscutting TPD are these key themes:</p> <ul style="list-style-type: none"> • TPD is seen as ongoing / continuing & linked to Lifelong Learning; • TPD should be reflective 		

Run the activity as follows:

- Organise your tutors into small groups.
- Introduce the term 'Continuing Tutor Professional Development' (TPD). Make sure **you** have clear understanding of what it means.
- Ask your tutors to work together to make a list of what they already know about TPD. In all probability 'in-service training' (INSET) will be mentioned.
- Monitor the groups and make a note (you can write notes or just make a mental note)

- Elicit a few ideas from the groups and discuss the subtle differences between INSET and other forms of TPD (your PDC Notes will help you) but emphasise that both are important to the overall Continuing Tutor Professional Development of a tutor.
- Introduce the terms: formal, non-formal and informal. Then ask each group to categorise their ideas under the three areas.
- Prepare the board or a poster paper with the three headings as below:

Formal	Non-formal	Informal

- Ask each group to nominate a ‘secretary’: each of the three ‘secretaries’ comes and fills in one column only.
- Ask the other tutors to come and look at the ideas and add more of their own thoughts if they are different. You, as PDC, can also add more if necessary.
- Finally ask your tutors, ‘Which type of TPD are these PD sessions?’ (They are more non-formal than formal).

2.4. Implications for the role of the Professional Development Coordinator (PDC)

PDC Notes
<p>In this activity you will ask your tutors to relate the TPD ideas to your own (as PDC) roles and responsibilities. Below are some roles and responsibilities that your tutors might mention.</p> <p>Some roles might be: facilitator; mentor; coach; professional; team leader etc.</p> <p>Some of the responsibilities might be:</p> <ul style="list-style-type: none"> • Improving tutors teaching and learning skills • Introducing new teaching strategies • Guiding tutors to use new teaching strategies or strategies they have never tried • Developing tutors’ reflective skills; • Helping tutors to become more autonomous as learners and thinkers • Sharing responsibility and mutual accountability. • Guiding tutors in their learning to help them discover and to develop a variety of cognitive skills

Run the activity as follows:

- Ask your tutors to look at the table of formal, non-formal and informal again and ask:

Which of the above areas they think match your role as a PDC the most?

Can they develop some of your roles and responsibilities from these areas? Ask for some examples.

- Divide your tutors into two groups: one group writes down the PDC's 'roles' and the other group writes down the PDC's 'responsibilities.'
- Ask them to present their ideas to each other. Encourage discussion of the roles and responsibilities. Add or subtract from the lists.
- Elicit from your tutors why you did these activities (2.3 & 2.4) with them: to ensure a shared understanding of TPD and how much wider it is than INSET alone; to raise awareness of your roles and responsibilities as PDC and to highlight the fact that they are all to do with their TPD.
- This will lead onto the next activity in 2.5 where your tutors will develop some of their own principles for TPD.

2.5. Our principles for TPD

PDC Notes

In this activity develop the ideas from 2.3 and 2.4 further with your tutors to write their own TPD principles.

Here are some examples:

- Raising standards of achievement in pupils through improving tutors' and student teachers' teaching and learning practices
- Helping tutors/ student teachers to manage change
- Promoting the personal as well as the professional development of tutors and student teachers
- Improving the performance of individuals and institutions as a whole
- Increasing staff morale and sense of purpose and promote a sense of job satisfaction
- Pulling together the college's vision for itself

Run the activity as follows:

- Divide your tutors into small groups.
- Ask your tutors to review 2.3 and 2.4 and in their groups write down 3 (the number will depend on how many groups/ tutors you have) principles for TPD. Ensure they write in statements.
- Pool (collate) their ideas on one piece of poster paper avoiding repetition of statements.

2.6. Reflection and Learning Journals

Ask your tutors to look at their learning journals in small groups and share some of their thoughts and ideas on the sessions so far.

In their groups ask them to write down two reflective questions for this session which they can share with the other groups.

Elicit and write on the flipchart / board. These will be their reflective questions for this session.

Use these questions for your own reflective practice and Learning Journals. If you have time meet with the other PDC in your college (if there is one) and / or the principal to reflect on how the PD sessions have gone so far.

2.7. Close of Session

Make sure there are no unresolved questions or queries. We would like to stay in touch with the tutors, so if they wish, they can visit <http://tiny.cc/pdsurvey> to provide feedback on the PD session, register their contact details, and join social media. Finally, close the session, reminding tutors to come back at the same time next week.

Finally close the session, reminding tutors to come back at the same time next week. **In preparation for PDS 3, ask your tutors to read the first page 'About these Materials,' in their Tutor's PD Guide.**

2.8. Reflection for the PDC

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we kindly ask you to fill in. If you encountered issues that you feel challenged by, or feel unsure, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!

Professional Development Session 3

Theme 1: Creative Approaches - Using Games

Overall objectives for PDS 3

By the end of this session your tutors will be able to

- Discuss the benefits of using 'games' in their classrooms for improving learner participation and involvement
- Plan one of the games in the tutor's materials or an appropriate game of their choice for their own classrooms
- Practice and use the 'game' with their peers in preparation for using it in their classrooms
- Develop confidence to use games in their classrooms
- Reflect on the benefits and challenges of using 'Games' with their student teachers in both their content and methodology lessons

3.1. Introduction

PDC Notes

This session is for use during your 4th week of the semester, for your third PDS. This is the first time you will be using the Tutor's material, starting with **Theme 1: Creative Approaches and Teaching Strategy 1: Games.**

Make sure you:

- read this session in advance with the relevant Tutor's materials
- anticipate what questions, queries might arise
- prepare materials and resources
- If you are unsure about anything, please contact your TLA.

Before each PDS take the **attendance record** and record it in this handbook in the box below.

Attendance Record

Date			
Number of tutors present		out of	

Remind your participants that we start with Theme 1: “Creative Approaches”.

Tell them briefly what they will do during the session, namely:

Outline for PDS 3:

- Creative Approaches and your DBE syllabus (15 mins)
- Implications for our Teaching and Learning (10 mins)
- Overview of Games (5 mins)
- Example (15 mins)
- Plan and Practice together (30 mins)
- Teach (5 mins)
- Reflect together (10 mins)

Total time: 90 mins

3.2. ‘Creative Approaches’ and your DBE syllabus

PDC Notes

In this section you will ask tutors to do a brainstorm on what they think ‘Creative Approaches,’ includes. Your tutors should include the following. If they do not, add them to their list of ideas.

Getting people working together cooperatively and helping to solve problems

Providing activities where everyone has space to join in or have their say

Adapting, improvising and listening to people’s ideas so that everyone feels included

Working with respect to build people’s self- esteem so that they feel confident to participate and run their own sessions and go beyond

Resources

This activity will require poster paper, pens and adhesive (sellotape, blue tac etc) to stick the posters on to the walls and preparation of the syllabus extract, written on a piece of poster paper

Run the activity as follows:

- Organise the tutors into groups.
- Give each group poster paper with the beginnings of a 'Spidergram'/ 'Thought Map'
- Ask them first to list the first 5 words/ concepts/ sentences they relate to 'Creative Approaches'. Then for each of the 5 words, identify 2 words that come to mind and add them to your map.
- Participants should mention words such as **participation, cooperation, inclusion and empowerment**. If they have not, try to elicit it from them.
- Ask groups to present their posters and make a note of common themes.
- Explain that these words/ concepts are key to underpinning our principles for our training and teaching.
- Ask participants to use the words/ concepts written on their 'Thought Map' to elicit 4 principles for the training/ facilitating they are doing during these sessions.
- Write them on the board and ask them to copy them into their books.
- Give them 5 mins to do this.
- When each group presents their poster ask them to focus on one thing only – the point they think it most important. It will take too long to present each poster.
- Draw out issues of equity and inclusion and how using 'Creative Approaches,' can help people work together and learn to respect and listen to differing ideas and opinions.
- Display the current syllabus extract (below) on a poster.
- Ask participants to compare what they have written about 'Creative Approaches' and the syllabus quote. Ask:

What are the similarities / differences? Which do they think is more comprehensive / relevant to their contexts?

From the DBE syllabus

The college education produces students who "give priority to problem-solving, decision making, critical and reflective thinking", who is able to use "student-centred and mentoring approaches", who places "special emphasis on practical and tutorial sessions". Only in "very few cases, [such a person adopts] the lecture method or unilateral interaction approaches".

- Finally turn your tutors' attention to the **tutor's materials and the Introduction to Theme 1- 'Creative Approaches'**. Give them a few minutes to read (silently) through the introduction and the overview for 'Creative Approaches.' They can compare it with their 'brainstorm' and the DBE syllabus extract.

3.3. Implications for Tutors and Student Teachers

PDC Notes

The following notes are to help you with this activity. If your tutors are having problems thinking about the implications of using 'Creative Approaches' in their classrooms, guide them to think of some of these ideas:

Student teachers will need to be more:

- **Self-directed:** Student teachers will take more responsibility for their learning
- **Participatory:** Participation in the learning process will be active not passive
- **Experiential:** The most effective learning is from shared experience; student teachers learn from each other, and the tutor/ teacher often learns from their student teachers
- **Reflective:** maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future
- **Show respect for the tutor:** mutual respect and trust between tutor and student teacher and student teacher and student teacher helps the learning process
- **Tutors (as well as (student) teachers in school) will need to be more:**
- **Flexible and adaptable:** They will need to be able to respond to unplanned and unexpected actions
- **Reflective:** As part of their professional development and to improve their teaching, they will have to reflect on what they do in the classroom
- **Understanding of learners' needs:** They will need to understand about different learners' backgrounds and interests and differences between early, adolescent & adult learning. They will need to have an awareness of special education needs.
- **Creative:** Tutors and Teachers will need to spend more time planning lessons/ sessions and be able to adapt textbooks, materials (how to use graded materials) to the needs of their learners and the context they are working in. Know how to integrate theory and practice. Know different strategies, techniques and approaches to teaching and training
- **Provide feedback/ assessment:** effective learning requires feedback that is corrective but supportive & constructive
- **Provide a safe atmosphere:** A learner who is cheerful and relaxed will learn more easily than one who is fearful, embarrassed or angry
- **Show respect for the student teacher/ learner:** mutual respect and trust between tutor and student teacher and student teacher and student teacher helps the learning process

Please note: This is a demanding list of skills and competences for anyone to take on. It is not expected that we all change overnight but we need to think about how we can start developing some of these skills step by step.

Resources

This activity will require poster paper, pens and adhesive (sellotape, blue tac etc) to stick the posters on to the walls. However, if you do not have those resources, please improvise! For example, you could write on A4 pieces of paper, and (by folding over a small strip at the top) hang them from a window or board.

Run the activity as follows:

- Divide your participants into two using numbering, one, two.
- Stick poster paper on either end of the room.
- One group thinks about the implications of using 'Creative Approaches' for student teachers, the other group thinks about the implications for Tutors (and teachers at school).

Use the ideas in your PDC Notes to help your participants.

3.4. Overview of Teaching Strategy 1: 'Games'

PDC Notes

Before introducing Teaching Strategy 1: Games, anticipate what some of the questions and issues that might arise:

- Questions or issues that may arise:
- We don't have time to play games
- Games are a waste of time.
- Games make too much noise.

Ask: What have you learnt about the importance of 'Creative Approaches' from the brainstorm above? Look at the overview for Teaching Strategy 1: Games for Learning in the tutor's materials. What other points does it raise?

- Answers might be: games motivate, engage, have rules, tend to be competitive etc

3.5. Example

PDC Notes

For this example you will demonstrate the game 'Lucky Numbers'. Make sure that your instructions for this game are clear and the rules are followed.

Make sure you present it in a fun and lively way e.g. create a sense of suspense by pausing before you announce if the number is lucky or not. Remember your model will be what the tutors remember.

Resources

Prepare the board for Lucky Numbers and a competition.

Game: Lucky Numbers.

- Prepare a list of 6 to 12 concept or terminology quiz questions.

For example:

- Name 3 creative approaches.
- Lucky number!
- Define 'Professional Development'?
- Lucky number!
- What are 3 roles of the PDC?
- Name 3 adult learner principles?
- Give three examples of professional development.
- What is a reflective practitioner?
- Lucky number!

Put numbers 1 to 9, or 1 to 12, or 1 to 15 on the board. Each number represents a question or a lucky number.

For example, the board might look like this:

1	2	3
4	5	6
7	8	9

Instructions

- Divide your tutors into two teams.
- Ask them how many numbers are on the board e.g. 9
- Tell them there are 6 questions in the 9.
- Tell them there are 3 Lucky Numbers.
- Explain teams will take it turns to choose a number and answer a question.
- Each time you give a correct answer you get a point.
- Explain if you choose a Lucky Number you get a free point without having to answer a question and a second go.
- As each number is 'answered' you cross it off the board.
- The team with the most points wins.

Note: This is an excellent revision game not only for language learning but for concepts in other subjects too. To make the game even more interactive and learner-centred, ask your students to create their own Lucky Numbers Game and then have a competition between 4 -6 different groups of student.

T1-1 EMS 2 3.6. Plan and Practice together



PDC Notes

This section is the heart of your tutors' (and your) professional development. It is where the tutors do concrete planning of a game that they can try with their student teachers. Each tutor must plan a game, and commit to trying it out.

As a PDC, you need to be very clear about this: We are not doing an exercise in planning, but we are planning a concrete lesson activity, aligned with a syllabus topic.

Allow enough time for the tutors to practice in a 'safe environment' to build their confidence before using it in their classrooms.

Make sure that tutors practice what they plan and not something else!

- Divide your tutors into groups, according to interests (English, mathematics and science).
- Ask your tutors to get out their **PD Guide for Tutors** and turn to **T1-1**.
- Explain they will now do the planning and practice.
- Each group should go through the materials, and plan a game for a lesson they are teaching next week. (For example, the groups interested in English, may want to work on **Backs to the Board; Find Someone Who . . . ; Chain Game**.)
- It is fine to re-use on of the games in the materials, but the tutors have to be able to teach it. If they would rather follow the syllabus, they will need to develop an appropriate game for a topic they will teach.
- Tutors should use the activity plan template (see handout). There are spare activity plan templates in the appendix to the PD Guide for Tutors.
- Give the groups an adequate time to prepare (about 15 mins), after which each group should try the games out with their peers (another 15 mins), adjusting the planning as necessary to make the game successful.



Figure 2. Tutors are using the PD Guide to plan

In this activity, if you find that you have a lot of time, you could ask some of the groups to rotate, so that each each group experiences each game. (This will depend on the number in your PD group and how you manage your time).

Handout**Activity template**

Aspect	Details
Theme	
Teaching strategy	
Student level (year and/or course)	
Syllabus reference	
Specific Objective(s) of the activity	
Activity focus	
Activity description	
Textbook title and pages (if available)	
Materials / resources	
Observations (after lesson)	

T1-1 EMS 3 3.7. Reminder to Teach your Students



Explain to your tutors that the game that they have planned and practised should be used during an upcoming lesson. It is an essential part of the tutor professional development programme that tutors try the planned activities in their college classrooms with their student teachers.

Give your tutors 5 minutes to discuss when they plan to try out the game. Suggest that the tutors might want to form pairs, in the pair arrange to observe each other when they try the game.

3.8. Reflect together

Resources

This activity will require the handout below to be printed and available for each tutor.

Towards the end of the session, let's think about how your attitudes might have changed now that you have experienced some creative approaches in the form of games. Look at the statements below and then tick if you 'agree' or 'disagree' or are still 'unsure'.

Handout: My attitude towards creative approaches and games.

Statement	Agree	Disagree	Unsure
I understand the importance of creative approaches.			
I think games can be used to encourage my students to practice/ use what they have learnt			
I think it is important to include creative approaches in all my lessons from now on.			
I will try to use a balance of theory and practice in my lessons from now on.			
I feel confident I can use creative approaches in my class.			

Write down some of the things you feel you need to know more about regarding 'creative approaches'.

Write down some of the things you want to practice more regarding 'creative approaches'.

3.9. Agreement of Follow-Up Activities

PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

3.10. Close of Session

Make sure there are no unresolved questions or queries. We would like to stay in touch with the tutors, so if they wish, they can visit <http://tiny.cc/pdsurvey> to provide feedback on the PD session, register their contact details, and join social media.

Finally, close the session, reminding tutors to come back at the same time next week. Finally close the session, reminding tutors to come back at the same time next week. **In preparation for PDS 4, ask your tutors to read the section on storytelling in their Tutor's PD Guide.**

3.11 Reflections for the PDCs

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we kindly ask you to fill in. If you encountered issues that you feel challenged by, or feel unsure, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!

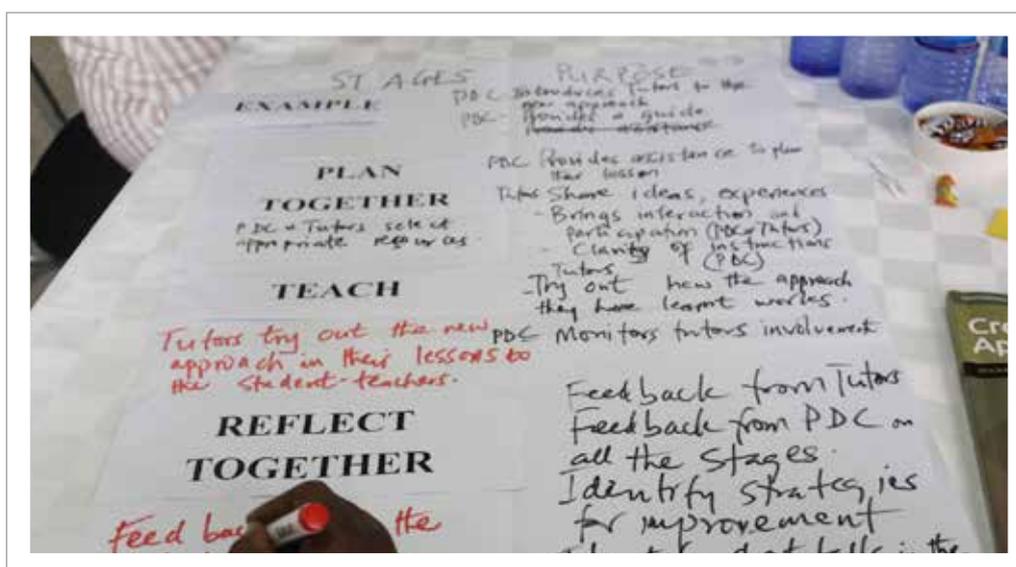


Figure 3. With the planning in this section, we have now started the Example-Plan-Teach-Reflect cycle.

Professional Development Session 4

Theme 1: Creative Approaches - Using Storytelling

Objectives for PDS 4

By the end of this session your tutors will be able to

- Discuss the benefits of using 'Storytelling' in their classrooms for improving learner participation and involvement
- Plan a lesson using Storytelling in the tutor's materials or an appropriate story of their choice for their own classrooms
- Practice and use Storytelling with their peers in preparation for using it in their classrooms
- Develop confidence to use Storytelling in their classrooms
- Reflect on the benefits and challenges of using 'Storytelling' with their student teachers in both their content and methodology lessons

4.1. Introduction

PDC Notes

This chapter is for use during your 5th week of the semester, for your fourth PDS. Make sure you:

- read this session in advance and if you have time practice the activities with a peer
- anticipate what questions, queries might arise (there are some guidance notes to help you with this)
- determine what the required materials and resources are.
- If you are unsure about anything, please contact your TLA.

Attendance record

Date			
Number of tutors present		out of	

Outline for PDS 4:

- Reflection and Review (15 mins)
- Overview of Storytelling (5 mins)

- Key things to consider when using stories (5 mins)
- Example (15 mins)
- Plan and Practice together (30mins)
- Teach (5mins)
- Reflect together (15 mins)

Total time: 90 mins

T1-1 EMS 4 4.2. Reflection



PDC Notes

Introduce the Reflection stage in your PDS 4 by reviewing the 'teach' from PDS 3.

The Reflection stage will become an essential part of your PD sessions because this is when your tutors **will reflect on how their 'teach' went with their student teachers**. You will guide this reflection in PDS 4 and onwards.

The reflection at the start of each session is about the previous week's teaching. It's not an abstract reflection on using games, etc., but it is about your concrete experience of trialling this in the classroom. Initially, you may find it difficult to get tutors to contribute. However, in time, you'll come to value this part of the session.

The reflection is part of the 'Example – Plan & Practice - Teach – Reflect' cycle, which forms the basis of both the PDC Handbook, as well as the 'PD Guide for Tutors'.

It is essential that you allow a sufficient amount of time to this part. Spend at least 15 minutes on this, to allow tutors to warm up, and start sharing their experiences.

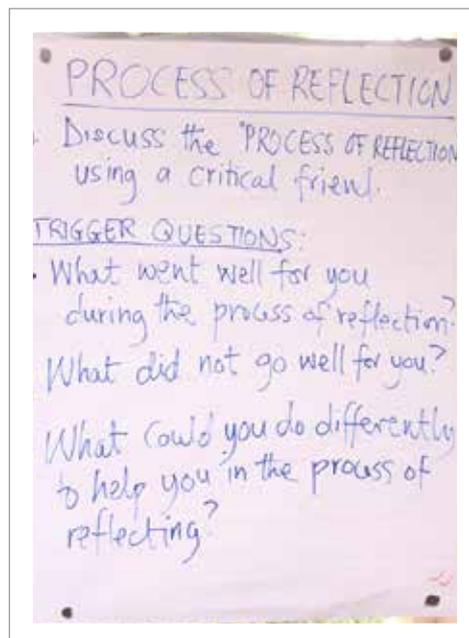


Figure 4. Run the activity as follows:

- Refer back to your 'PD Guide for Tutors', Creative Approaches, TS 1, Games, and look at the reflection sections.

Which activities went especially well? What revisions would you make?

- Have you tried any creative approaches (games) in your classes since taking these professional development sessions?

If YES: What changes in your student teachers did you notice? What changes in yourself as a tutor? What did you enjoy about trying something new? What were the challenges?

If NO: Why do you think you have not tried some new approaches? What can we do to help? Is there a colleague/friend you can observe to see how they are using new approaches?

4.3. Overview of Storytelling

PDC Notes

Before introducing Teaching Strategy 2: Storytelling, anticipate what some of the questions and issues that might arise:

- Questions or issues that may arise:
- We don't have time to do Storytelling
- What is the difference between reading and telling a story?
- Student teachers will think they are too childish.

Allow your tutors time to read the Overview and extract the key points/features - for example elicit the difference between telling a story and simply reading out informational text.

Ask them 'how, as a tutor, can you ensure all students will be involved in the activity?'

4.4. Key things to consider when using stories

Before looking at the material ask the tutors to work in groups and consider the key things to think about when using stories in the classroom. Give them these cues/prompts **after** they have discussed and **compare their ideas with this list**. Remember to elicit ideas from your tutors especially regarding selection: what do you have to consider when selecting stories for telling?

- Selection
- Verbal and non-verbal communication
- Props
- The text (the actual story)
- Rehearsing (practice)

4.5. Example

PDC Notes

In the activity below you will be using an Observation Checklist. Make sure you use it correctly i.e. observers must use it **while they observe** the tutor doing the 'Storytelling' demonstration.

Organise it so only half the group use it. See the instructions below.

Please note that it is not essential for the PDC to demonstrate all the actions on the checklist and this should be made clear to your tutors but please try as many as is possible for your story!

Resources

This activity will require the handout below to be printed and available for each tutor.

Run the activity as follows:

- Give half the tutors in your session the checklist below so they can observe and tick when / if you do the action. Encourage them to give an example of what they observed e.g. the tutor used a variety of voices for the different animals.
- The other half of the tutors will role-play 'student teachers' in the classroom. They are your participants.
- Tell a story from the tutor's materials (T1-2) to demonstrate how to use a story in the classroom. You will not have time to do the whole storytelling lesson but should focus on telling the story. Try to include verbal and non-verbal communication, use props and use your voice in different ways (see checklist below to help you).
- After telling the story, ask the observers and 'student teachers' (participants) to make pairs and discuss the checklist – what did the tutor do and why did s/he do it? Observers can also ask how the participants felt during the Storytelling. Were they engaged? Why? Why not?

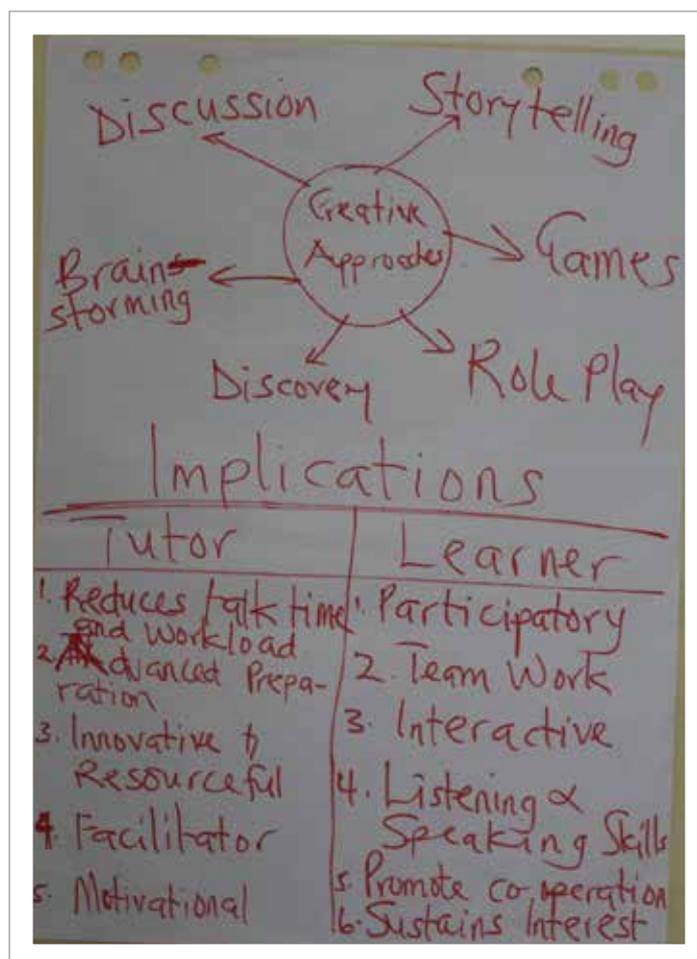


Figure 5.

A diagram on Creative Approaches (developed at the inception workshop)**Handout**

Checklist for Storytelling	
Action	Observed (give an example of your observation)
The story was suitable and relevant for the audience.	
The tutor varied their voice for different characters.	
The tutor used non-verbal communication e.g. gestures, facial expressions, mime etc.	
The tutor moved around the classroom.	
The tutor used props to make the story more realistic.	
The tutor knew the story and was confident in telling it.	
The tutor used questions to involve the audience.	
The tutor uses an appropriate pace to deliver the story (not too fast but not too slow).	
The tutor used 'pause' for effect.	
There was a catchy start and clear ending.	

T1-2 EMS 2 4.6. Plan and Practice together



PDC Notes

This section is the heart of your tutors' (and your) professional development. It is where the tutors do concrete planning of a game that they can try with their student teachers. Each tutor must plan a game, and commit to trying it out.

As a PDC, you need to be very clear about this: We are not doing an exercise in planning, but we are planning a concrete lesson activity, aligned with a syllabus topic.

Allow enough time for the tutors to practice in a 'safe environment' to build their confidence before using it in their classrooms.

Make sure that tutors practice what they plan and not something else!

- Ask your tutors to divide into groups.
- Ask your tutors to get out their **PD Guide for Tutors** and turn to **T1-2**.
- Explain they will now do the planning and practice.
- In their groups ask them to plan a story for a lesson they are teaching next week. It is fine to re-use one of the stories in the materials, but the tutors have to be able to teach it. If they would rather follow the syllabus, they will need to develop an appropriate story for a topic they will teach.
- Tutors should use the activity plan template (see handout). There are spare activity plan templates in the appendix to the PD Guide for Tutors.
- Give the groups an adequate time to prepare (about 15 mins), after which each group should try the games out with their peers (another 15 mins), adjusting the planning as necessary to make the game successful.



Figure 6. Some props for storytelling

T1-2 EMS 3 4.7. Reminder to Teach



Explain to your tutors that the lesson they have planned and practised will be the lesson they try in their classrooms with their student teachers.

Give your tutors 5 minutes to discuss when they plan to try out the lesson and see if they can arrange to observe each other at any point.

4.8. Reflect together

Use the following handout for reflection on this session.

Handout

After the Storytelling session I now feel . . .	Agree	Disagree
I have confidence in my ability to tell stories or read stories aloud in the classroom in a participatory way		
I know what I need to consider and do before using a story in the classroom		
The content of stories can be useful for any age or level		
I understand about the true value of using storytelling in the classroom		
I understand how to use storytelling effectively		
I understand the time needed to prepare a storytelling lesson.		

Finally ask your tutors to reflect on this question: Why is storytelling important for learning (our learners)?

4.9. Agreement of Follow-Up Activities

PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

4.10. Close of Session

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the url <http://tiny.cc/pdsurvey> to provide feedback on the PD session. **In preparation for PDS 3, ask your tutors to read about role-play in their Tutor's PD Guide.**

4.11. Reflections for the PDCs

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we kindly ask you to fill in. If you encountered issues that you feel challenged by, or feel unsure, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!

Professional Development Session 5

Theme 1: Creative Approaches - Using Role-Play

Objectives for PDS 5

By the end of this session your tutors will be able to

- Discuss the benefits of using 'role-play' in their classrooms for improving learner participation and involvement
- Plan a lesson using role-play in the tutor's materials or an appropriate story of their choice for their own classrooms
- Practice and use role-play with their peers in preparation for using it in their classrooms
- Develop confidence to use role-play in their classrooms
- Reflect on the benefits and challenges of using 'role-play' with their student teachers in both their content and methodology lessons

PDC Notes

This chapter is for use during your 6st week of the 2nd semester, for your fifth PDS. Make sure you:

read this session in advance and if you have time practice the activities with a peer
anticipate what questions, queries might arise (there are some guidance notes to help you with this)

determine what the required materials and resources are.

If you are unsure about anything, please contact your TLA.

Attendance record

Date			
Number of tutors present		out of	

Outline for PDS 5

- Reflection (15 min)

- Facilitation Skills (1) (10 mins)
- Overview of Role-play (5 mins)
- Example (15 mins)
- Plan and Practice Together (30 mins)
- Teach (5 mins)
- Reflect together (10 mins)

Total time: 90 mins

T1-2 EMS 4 5.1. Reflection



PDC Notes

The reflection at the start of each session is about the previous weeks teaching. It's not an abstract reflection on using games, etc., but it is about your concrete experience of trialling this **in the classroom**. **Initially, you may find it difficult to get tutors to contribute. However, in time, you'll come to value this part of the session.**

Remember to not cut this section short – allow at least 15 minutes for tutors to voice and discuss their ideas!

Some trigger questions to help you might be:

- Have you tried Storytelling in your classes since taking these professional development sessions?
- If YES: what changes in your student teachers did you notice? what changes in yourself as a teacher? What did you enjoy about trying something new? What were the challenges?
- If NO: why do you think you have not tried some new approaches? What can we do to help? Is there a colleague/ friend you can observe to see how they are using new approaches?



Figure 7. Tutors listening to a reflection

5.2. Introduction to Facilitation Skills

PDC Notes

This section introduces facilitation skills to your tutors. It will be the first of many sections on these skills.

Possible responses to the Brainstorm on 'how to motivate demotivated students'.

Some possible answers might be:

- Adopt a positive attitude towards your students - praise and encourage for positive efforts
- Listen actively to your students and respond to them.
- Give students meaningful, relevant and interesting tasks/ activities to do;
- Maintain discipline so a reasonable working atmosphere is established – meaning an atmosphere of calm and organisation.
- Be motivated and interested in what you are teaching yourself!
- Involve your students so there is plenty of opportunity for group work and pair work for student-student interaction.
- Encourage peer and self-assessment in the class through discussions and the tasks you set.
- Give positive and constructive oral and written feedback.
- Encourage pride in achievement by allowing students to display their work on walls and noticeboards.

Run the activity as follows:

- **Brainstorm:** What are Facilitation Skills? In groups make a spidergram.
- Encourage your tutors to put their spidergrams on the wall and for tutors to look at each other's.
- Explain one of the facilitation skills which is very important (especially for interactive teaching and learning) is **'Motivating your students'**. The teacher as a motivator is possibly one of the most important of your and your tutors' roles – that is to be able to create the best possible condition under which learning can take place.
- Ask your tutors to read the list of 'tutor behaviours' tutors might do in their classrooms. Ask tutors to decide which are the most appropriate to create the best conditions for learning to take place through motivating your students.

Handout

Tutor Behaviours	Agree	Disagree
Giving students plenty of encouragement for their efforts.		
Establishing a position of dominance over my students.		
Ignoring disruptive behaviour and praising appropriate behaviour.		
Giving students responsibility for their own learning.		
Learning the names of your students quickly.		
Keeping registers up to date.		
Being warm, friendly and open with your students.		
Establishing a routine of working patterns.		
Threatening students who misbehave with punishment.		
Setting learning tasks which are completed in total silence.		

Discuss:

- Which of the above behaviours require the imposition of the teacher's power for their success?
- Which ones involve a lowering of social distance?
- Which are task-orientated?
- Are any likely to influence the motivation of your students? If yes, in what ways?

Note: You might have concluded that any of these behaviours is appropriate, depending on your circumstances!

- So ask these questions:

What are our circumstances/ context? What do our students expect? What do parents expect? What does your college expect from its tutors?

- It is hoped that motivation will be high in the expectations of students, parents and college administration alike.
- Finally ask tutors to brainstorm in small groups ways in which they can motivate students who are demotivated and nurture those who are already motivated to the task of learning English/ Maths/ Science/ History/ Geography etc. Use your PDC Notes to get some ideas of responses to these questions.

5.2. Overview of Role-Play

PDC Notes

Before introducing teaching Strategy 4: Role-play, anticipate what some of the questions and issues that might arise:

- Questions or issues that may arise:
- We don't have time for role-play.
- I cannot act.
- My student teachers cannot act.
- It makes too much noise.

Allow group to read the Overview and extract the key points/ features.

5.3. Example

Run this activity as follows:

- Do a role-play with your participants. You will be yourself, a tutor.
- Ask half of your tutors to role-play the head teacher at a JHS and half of them to role-play 'student teachers'.

Set the scene: It is your (student teachers) first day of their TP in the JHS. Before we start the role-play. Discuss as a group the sort of questions you will ask the head teacher. The other half (the head teachers) will work in a group and think about the key things you need to tell a new student teacher coming to the school for TP.

Then pair a student teacher and head teacher to do the role-play.

Monitor the role-play and then give some feedback or further questions afterwards e.g.

- How did you feel?
- Was it a useful/ meaningful activity? Why? Why not?

T1-4 EMS 2 5.4. Plan and Practice Together



PDC Notes

In this section tutors will do concrete planning of a role-play that they can try with your student teachers. Each tutor must plan an activity, and commit to trying it out.

As a PDC, you need to be very clear about this: We are not doing an exercise in planning, but we are planning a concrete lesson activity, aligned with a syllabus topic.

Make sure you leave enough time for the tutors to practice their plans.

- Ask the participants to get out their PDS materials, and turn to T1-4. You will now do the planning and practice. Ask the tutors to divide into groups.
- It is fine to re-use on of the role-plays in the materials, but the tutors have to be able to teach it. If they would rather follow the syllabus, they will need to develop an appropriate role-play for a topic they will teach.
- Tutors should use the activity plan template (see handout). There are spare activity plan templates in the appendix to the PD Guide for Tutors.
- Give the groups an adequate time to prepare (about 15 mins), after which each group should try the games out with their peers (another 15 mins), adjusting the planning as necessary to make the game successful.

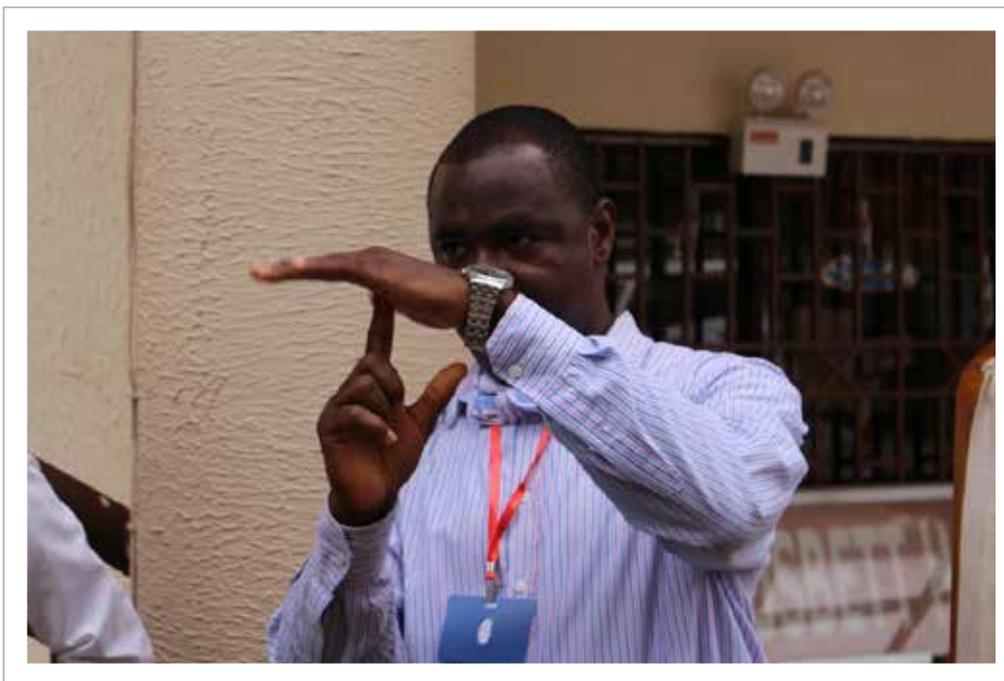


Figure 8. It is important to keep time.

T1-4 EMS 3 5.5. Teach



Explain to your tutors that the lesson they have planned and practised will be the lesson they try in their classrooms with their student teachers.

Give your tutors 5 minutes to discuss when they plan to try out the lesson and see if they can arrange to observe each other at any point.

5.6. Reflect together

In the table below (available as a handout in the appendix to the PD Guide for Tutors) are some common comments from teachers about using role-play in class. Having done this session, say if you agree or disagree with them now.

Comment	Agree	Disagree
Students cannot be expected to act.		
A lot of students are inhibited by role-playing.		
Mistakes cannot be corrected when several groups are talking at the same time.		
I am no longer in control of my class.		
It is difficult to organise.		
It is difficult to assign roles fairly.		

In the next table are the solutions to the possible problems above. Match the solution to the problem.

Solution	Match
<p>Teachers often give the main role to the best student but this should be resisted as it deprives other students of much needed practice. Work out the roles before you start the lesson and make sure you give everyone a chance to contribute.</p>	
<p>The purpose of role-play is to allow students to practice especially in language lessons, therefore it is not necessary to correct all your students. If you wish you can make notes as you monitor the role-play . This can help you assess how well the students have grasped the language/ concept and you can give them feedback after the role-play.</p>	
<p>If students are provided with enough context and role information, and if the language needed to fulfil the roles is pitched at the right level, there is no reason why they should be able to use the language/ subject knowledge appropriately which is what the teacher wants them to practice. The students do not have to be theatrical performers.</p>	
<p>This is determined by two things – the amount of space/ room you have and secondly by the characters in the role-play and what they have to do. Try to match your role-plays to your work environment so they are manageable.</p>	
<p>Your role will change during a role-play and you have to give more autonomy to your students. Your role will be as a monitor and informal assessor. You can make notes and give feedback to the whole class after the role-play has finished.</p>	
<p>This comment comes from the misconception that role-plays need to be acted out by a group of students in front of class. This is not the case. The whole class should be divided into groups and do the role-play simultaneously.</p>	

5.7. Agreement of Follow-Up Activities

PDC and Facilitator Note

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

5.8. Close of Session

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the url <http://tiny.cc/pdsurvey> to provide feedback on the PD session. **In preparation for PDS 3, ask your tutors to have a look at the Tutor's PD Guide for Theme 2 on "Questioning".**

5.9. Reflections for the PDCs

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we kindly ask you to fill in. If you encountered issues that you feel challenged by, or feel unsure, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!

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