Teacher Training Session:

Learning Cycle One

Sindh Technical Assistance – Development through Enhanced Education Programme (STA-DEEP)

Facilitating Teaching and Learning

Classroom Management:

Facilitating Teaching and Learning

Learning Outcomes:

By the end of this session the teachers will:

Understand about student-teacher relation in the classroom

Formulate strategies for group cohesion in the classroom

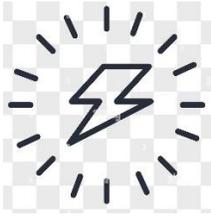Manage child-centered teaching and learning time inside the classroom

Organise their teaching time into three phases (introduction, practice and consoliation)

Session Plan

Time	Objective/purpose of the activity	Activities/learning experiences	Materials/resources
10 minutes	**Warm-up** The task will allow learners to get familiar with each other. The activity may also identify the strengths of teachers.	**Activity 01: Energiser (Page)** Names and Adjectives Ask the teachers to think of an adjective to describe how they are feeling or how are they doing today? The adjective must start with the same letter as the first letter of their names, for example, "I'm Ahmed and I'm amazing". Or, "I'm Hina and I'm humble". As they say this, they may also mime an action that describes the adjective.	N/A
20 minutes	**Student-Teacher relationship** To build understanding and show the importance of student-teacher relations.	**Activity 02: Think-Pair-Share** **Part 1: Student-teacher relationship (Page 5)** **Instructions:** Ask the teachers to consider their own schooling experience and respond to the questions provided on the sheet. Allow teachers to think for 2 to 4 minutes individually.	Pieces of paper & charts A-4 size sheets on which questions are printed/written for teachers

		The teachers will be then asked to pair up with the person sitting next to them.	Muntner, M. (2008). Teacher-Student Interactions: The Key to Quality Classrooms. The University of Virginia Centre for Advanced Study of Teaching and Learning (CASTL)[i].
		Ask teachers to write their responses on the pieces of paper/charts.	
		Based on the discussion in their pairs, ask them to share their responses with the class.	
		In the end, pick key points from the responses to conclude the activity. The charts /paper can also be pasted in the classroom.	

25 minutes	**Think-Pair Share**
	
	 The activity will allow the teachers to conceptualize the student-teacher relationship on a spectrum and apply it accordingly in their own classrooms.
		Part 2: Concept of Teacher-Student Relations (Page 5)
		
		 Instructions:
		 1. Ask the teachers to sit with the same pairs as the previous activity.
		 2. Briefly explain the two main components (also included in PPT) and below (page 5).
		 3. Ask teachers to again recall their schooling experiences in the previous activity and identify where do their experiences fit in the given spectrum.
		 4. Ask pairs to try plotting responses according to the predominant views of the ideal relationships between teachers and students. Also, answer the below questions on charts:
		   - Briefly explain how do you treat students (the quiet, noisy and naughty ones) in your class?
		   - Give examples of close and distant relationships between teachers and students?
		   - How can teachers improve their practices related to teacher-student relationship?
			Charts
			
			 If charts are not available, use A-4 size paper.
			
			 All the work on charts or paper needs to be pasted on the classroom walls.

10	Tea/comfort break		
20 minutes	**Group Cohesion** The purpose of this game is to build bonding and communication among team members. This game will test how members can perform, adequately convey and respond to each other instructions	**Activity 3: Blind Retriever (Page 6)** **Instructions:** 1. Make groups comprising 4 to 5 teachers. 2. One of the members of the group(s) will be blindfolded. 3. The trainer will hide an object (e.g., ball/bag/geometry box) in the class. 4. He/she will stipulate a time for this activity (2-3 minutes), 5. The group members will verbally guide the blinded folded team member to find the object without guiding him to the object physically. 6. The group that succeeds to find more hidden objects will be applauded.	
35 minutes	**Time Management** The purpose of the activities is to make teachers reflect on their current practices related to time management and know about the basics of time management, divided into three broad categories i.e., introduction, practice and consolidation.	**Activity 4: Time Management (Page 9)** **Instructions:** The trainer will share with the class that there are at least three (03) broad phases in which time could be divided within a class i.e., an **introduction**, **practice** and **consolidation**. Then the instruction will: 1. Divide the class into 3 or 4 groups and ask them to work on a chart to allocate time for each phase. 2. Ask to discuss the reasons for allocating the time for each phase and note on the chart/paper. 3. Ask the groups to share/present their responses with the class.	Charts, Markers
10 minutes	Conclusion	Gallery walk	

Activity 1: Energizer – Names and Adjectives

Ask the teachers to think of an adjective to describe how they are feeling or how are they doing today? The adjective must start with the same letter their names, for example, "I'm Ahmed and I'm amazing". Or, "I'm Hina and I'm humble". As they say this, they may also mime an action that describes the adjective.

20 Minutes

Activity 2: Think-Pair Share

Part 1: Student-Teacher Relation

Instructions:
Ask the teachers to think of their schooling. How much time did the teachers give to interact with you? How was the student-teacher interaction in your schooling? How did the student-teacher relation motivate you as a person? Any thoughts about how student-teacher relation help students in their classes?

Consider your own schooling experience and respond to the following questions in the space provided below:

Questions may be rephrased as given in the box above

Part 2: Concept of Teacher-Student Relations

After the think-pair-share activity, the teachers will be asked to sit with the same pairs. The trainer will briefly explain the two main components (also included in PPT) and below spectrum. The trainer will ask teachers to again recall their schooling experiences in the previous activity and identify where does their experiences fit in the below spectrum.
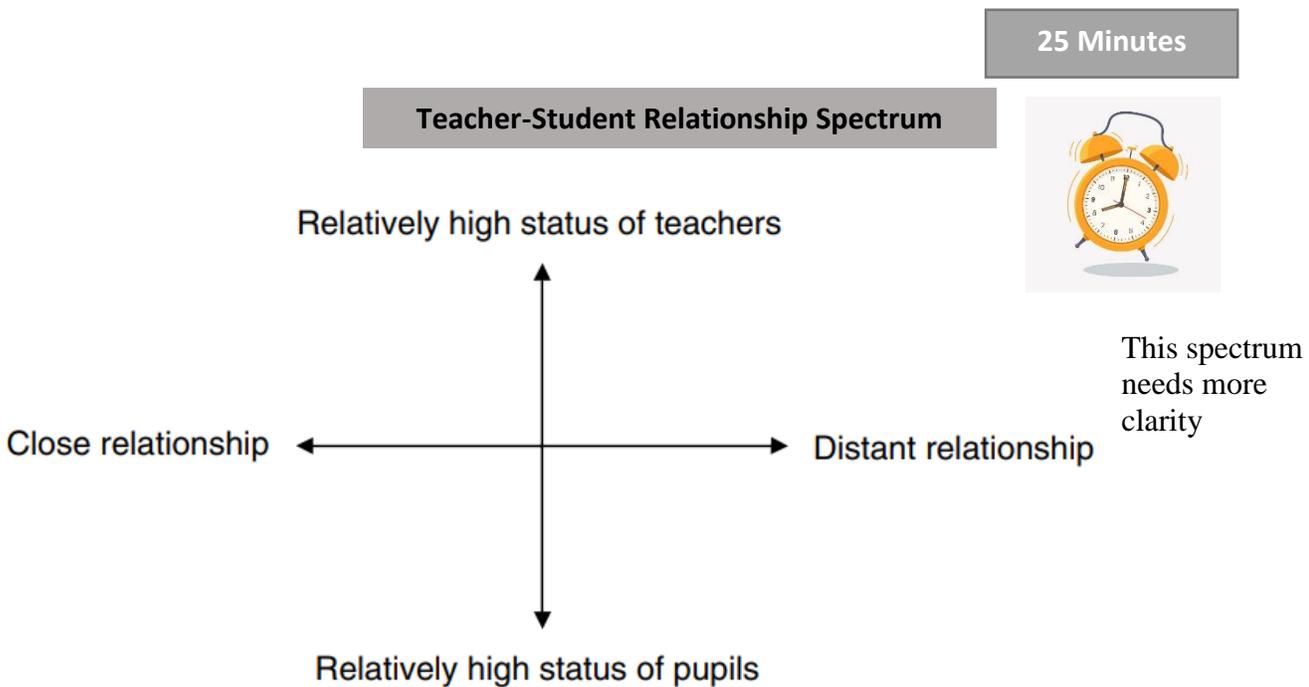
Ask pairs / group to try to plotting responses according to the predominant views of the ideal relationships between teachers and students. Also, answer the below questions on charts:

- Briefly explain how do you treat students (the quiet, noisy and naughty ones) in your classes?
- Give examples of close and distant relationships between teachers and students? Or between you and your students.
- How can teachers improve their practices related to teacher-student relationship? How can you improve your practices of teacher-student relationship?

Teacher-student relationship has two main components:
1. *Relationship should be close e.g., friendliness, informality, warmth.*
2. *Distant relationship e.g., formal, impersonality.*

The student-teacher relationship depends on how status of teachers and students are viewed (higher status of teachers relative to students, see spectrum below).

25 Minutes

Teacher-Student Relationship Spectrum

This spectrum needs more clarity

Relatively high status of teachers

Close relationship ⟷ Distant relationship

Relatively high status of pupils

Group Cohesion

20 Minutes

Activity 3 – Blind Retriever

Purpose:

The goal of this game is to build bonding and better communication among team members. This game will test how members can perform, adequately convey and respond to each other instructions.

Instructions:
1. Make groups comprising 4 to 5 teachers.
2. One of the members of the group(s) will be blindfolded.
3. The trainer will hide an object (e.g., ball/bag/geometry box) in the class.
4. He/she will stipulate a time for this activity (2-3 minutes),
5. The group members will verbally guide the blinded folded team member to find the object **without** guiding him to the object physically.
6. The group that succeeds to find more hidden objects will be applauded.

**Activity 4: Time Management**

35 Minutes

Input: In terms of managing time, every class has at least three major phases i.e., an introduction phase, a practice phase and a consolidation phase.

Instructions:
- Divide the class into 3 or 4 groups and ask them to work on a chart to plot these three phases.
- Ask them to describe what should each phase look like.
- Also, discuss how much time should be allocated to each of these phases and why?
- Ask them to share/present their responses with the class.

10 Minutes
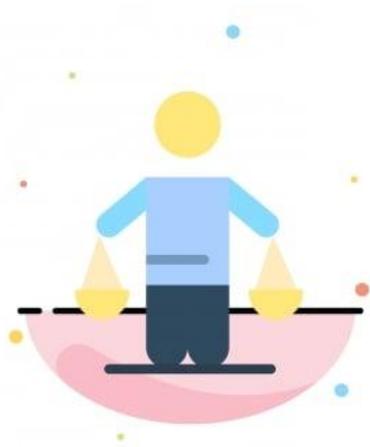
Conclusion

Gallery Walk of the Work on Charts.

✓   All the work done (on charts or papers) during the session needs to be displayed on the classroom walls

✓   The teachers should be asked to walk around the work/activities done and revisit/discuss the day's learning outcomes

✓   The trainer should explain the key takeaways keeping the objectives in mind.

✓   The trainer should also appreciate the work done by the teachers.

An example of time management for a Grade 5, English Class

Topic: Water Bodies

Introduction (10 minutes)

While beginning the class on the topic, 'water bodies', the teacher should write the following words on the board:

River, Lakes, Bay, Gulf, Ocean,

Then the teacher may ask the students the following questions:

- What is a river/lake/bay/gulf/ocean?
- Have you ever seen these water bodies? If yes, name the kind you have seen.
- After getting the responses from the students, go over the lesson text and briefly explain what water bodies are.

Practice (30 minutes)

The practice time allows the students to explore and work on more practical aspects. In this phase the teacher should:
- Divide the students into groups of 4,
- Give each group one type of water body and ask them to draw it on their notebooks or on white paper,
- Ask the students to write at least 4-5 sentences describing the water body they have drawn in their own words,
- Ask them to present the work in 2-3 minutes.

Consolidation (10)

During this phase, the teacher facilitates learning by asking the following questions (or any other relevant questions about the topic).
- What is a river? What is the difference between a lake and a bay? Which of the water bodies contain more volume of water?
- If any response is incorrect, ask the class if anyone else has a different answer.
- Then provide input to reinforce the correct answer.
- Let the class ask some questions if they have any about the topic.

References

Haynes, A. (2010). *The complete guide to lesson planning and preparation.* New York: Continuum International Publishing Group.

Macpherson, A. (2007). Cooperative learning group activities for college courses: A guide for instructors. Kwantlen University College. https://uca.edu/core/files/2019/07/Collaborative-guide.pdf

Booklet: International HIV/Aids Alliance https://www.ndi.org/sites/default/files/Energisers.pdf

The Classroom Assessment Scoring System (CLASS) describes ten dimensions of teaching that are linked to student achievement and social development. Each dimension falls into one of three board categories: emotional support, classroom organization, and instructional support.

Every day, teachers make countless real-time decisions and facilitate dozens of interactions between themselves and their students. Although they share this commonality, educators all over the country often talk about these decisions and interactions in different ways. The Classroom Assessment Scoring System (CLASS), developed at the University of Virginia's Centre for Advanced Study of Teaching and Learning, helps educators view classrooms through a common lens and discuss them using a common language, providing support for improving the quality of teacher-student interactions and, ultimately, student learning.

How is the CLASS organised?

The CLASS describes ten dimensions of teaching that are linked to student achievement and social development. Each of the ten dimensions falls into one of three broad categories: emotional support, classroom organization, and instructional support.

Emotional support refers to the ways teachers help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence. This includes:

- **Positive climate** — the enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions.

- **Negative climate** — the level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or students in the classroom.

- **Teacher sensitivity** — teachers' responsiveness to students' academic and emotional needs; and

- **Regard for student perspectives** — the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.

Classroom organization refers to the ways teachers help children develop skills to regulate their own behaviour, get the most learning out of each school day, and maintain interest in learning activities. This includes:

- **Behaviour management** — how well teachers monitor, prevent, and redirect misbehaviour.

- **Productivity** — how well the classroom runs with respect to routines, how well students understand the routine, and the degree to which teachers provide activities and directions so that maximum time can be spent in learning activities; and

- **Instructional learning formats** — how teachers engage students in activities and facilitate activities so that learning opportunities are maximized.

Instructional support refers to the ways in which teachers effectively support students' cognitive development and language growth. This includes:

- **Concept development** — how teachers use instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction.

- **Quality of feedback** — how teachers expand participation and learning through feedback to students; and

- **Language modelling** — the extent to which teachers stimulate, facilitate, and encourage students' language use.

Reference

Muntner, M. (2008). *Teacher-Student Interactions: The Key to Quality Classrooms.* The University of Virginia Centre for Advanced Study of Teaching and Learning (CASTL).

Comments by STEDA review Committee
- Rationalize number of activities viz-a-viz time allocation
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