Zimbabwe
Ministry of Primary & Secondary Education

TEACHERS' HAND BOOK

Zimbabwe Accelerated Learning Programme

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Zimbabwe Accelerated Learning Program Teacher's Handbook

CONTENTS

2. PREFACE

The Ministry of Primary and Secondary Education is mandated to provide state assisted education to all who need it including out-of-school pupils of school going pupils of school going age as enshrined in the Constitution of Zimbabwe (2013) Chapter 4, Part 2 Section 75, the Education Act of 1987 Chapter 25: 04, as amended in 2006 and the Statutory Instrument Number 371 of 1998.

In its assessment of the situation on the ground, the Ministry discovered that many learners dropped out of school for various reasons. These school dropouts needed to go back to school and join members of their cohort that they would have started school with. So a catch-up learning project called Zimbabwe Accelerated Learning Project (ZALP) was put in place with the collaboration of UNICEF, World Education Incorporated (WEI) and other implementing agents.

The aim of Project was to accelerate learning and re-integrate learners who would have dropped out of school and would have had their academic progress interrupted resulting in them lagging behind their peers or cohort who would have remained in the mainstream formal education system. This process was made possible through:

- Designing compressed syllabus
- Developing appropriate teaching and learning materials
- Training facilitators in multi-grade teaching and use of various strategies and methodologies that make accelerated teaching and learning effective.
- Dividing the Primary Education Cycle into three levels

  - Level 1 Grades 1 - 3
  - Level 2 Grades 4 - 5
  - Level 3 Grades 6 - 7

When school drop-outs return to school, they form a special group of learners that need special treatment, syllabuses, teaching and learning materials in order to benefit from the school system.

The ZALP Teachers' Handbook sets out special arrangements that promote successful training of facilitators for accelerated teaching and learning. The guidelines are generic in nature and should be applicable to various contexts with

appropriate adaptions to accommodate local situations and sensitivities. Adaptations to suit local situations should follow agreed principles that should lead to common approaches wherever the training will be conducted.

The ZALP Teachers' Handbook gives a background to ZALP and spells out various features of accelerated learning practices. The Handbook focuses on trained teachers, who having been exposed to aspects of multi-grade teaching during their initial training, would be very comfortable with the features of accelerated teaching and learning. The Handbook puts a lot of emphasis on appropriate grouping of learners on the basis of their competency levels and use of learner-centred approaches. The approach takes cognisance of the fact that the learners are different and hence varied approaches are suggested. It needs to be noted that the "package" of accelerated teaching strategies and methodologies is based on research findings.

The ZALP Teachers' Handbook comprises the following aspects:

- Background to crafting of the Zimbabwe Accelerated learning Project
- The aims and objectives of the Handbook
- How to use the Handbook
- The ZALP strategies
- The 'ideal' ZALP teacher
- The concept of re-integration and processes and
- The guiding principles of accelerated learning

My Ministry extends sincere thanks to UNICEF, World Education Inc/Bantwana and other Education Partners for the development of the ZALP Handbook and other materials.

I sincerely hope that this Handbook will lead to effectiveness in the capacity development of teaches involved in the education and re-integration of out-of-school pupils.

The ZALP Teachers' Handbook shall remain the property of the Ministry of Primary and Secondary Education.

Dr S. J. Masango - Utete
SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

3. BACKGROUND TO THE ACCELERATED LEARNING PROGRAMME

The Ministry of Primary and Secondary Education 's (MOPSE) Education Medium Term Plan (EMTP), states that due to a variety of complex challenges, there has been a high drop-out rate of primary school going age children and young people. Concurrently, the transition rate of learners from primary to secondary schooling has declined very considerably. The result is that it is estimated that hundreds of thousands of learners are now out of school.

This high attrition rate is associated with widespread levels of poverty; the recent economic crisis; limited financing of the Education Sector, as well as school fees and levies which have all become barriers both to enrolment and to regular school attendance.

If this decline in education enrolment and retention persists, Zimbabwe is at risk of not achieving the goal of Education for All (EFA) as well as meeting the Millennium Development Goal 2 (MDG2), which targets Universal Primary Education (UPE) by 2015.

Guided by and aligned to the Mid Term Plan (MTP) Strategic Objective 6, (strengthen support to those learners with greatest need) and the Thematic Area 3, (catch-up programmes) a Second Chance Catch-up Programme was devised by the MOPSE. This second chance programme prepares school learners for reintegration into the formal system. To meet this goal, 'Catch-Up" education programme has been introduced. This Catch-up programme is funded under the Education Transition Fund Phase II (ETF-II).

The concept of the "Catch-up" Education Programme involves a specially designed Zimbabwe Accelerated Learning Programme (ZALP). Such a programme has the potential to reach many learners of varying grades, abilities and ages. The ZALP has the capacity to address out-of-school children's learning needs and the flexibility to facilitate an accelerated learning approach. This will enable learners to be reintegrated into the formal school system as quickly as possible. The Accelerated Learning Programme is a two year programme. During the two year period, learners will follow the compressed Primary School curriculum. This should enable many learners to return to formal schooling. Other learners who may not achieve the intended reintegration or who are over age for Grade will continue to study and be given the opportunity to write the Grade 7 end of Primary School examinations.

3.1 OBJECTIVES OF SECOND CHANCE EDUCATION PROGRAMME

- Compress the present primary school curriculum into a three year period by developing a thematic, integrated curriculum approach.
- Divide the current seven year primary cycle into three levels, namely; Level 1 – Grades 1 to 3, Level 2 – Grades 4 and 5 and Level 3 – Grades 6 and 7.
- Use existing primary school text books presently in use in all primary schools

- Develop a flexible time table and use alternative teaching and learning styles to accommodate learners with varying abilities, different levels of attainment, different ages as well as certain learners with special learning needs.
- Develop approaches which facilitate the faster understanding of information
- Use placement tests in order to group the learners into appropriate levels of learning
- Ensure that the learners enjoy a child friendly, non-threatening, inclusive learning environment.
- Offer counseling and support where necessary
- Involve the school and the wider community in extra mural activities for ZALP Learners
- Reintegrate the learners into mainstream classes as soon as possible
- Arrange for learners between the ages of 9 and 18 years who may not reintegrate into schools to continue their studies and write the Grade 7 examinations.

3.2 THE EDUCATION MEDIUM TERM PLAN (EMTP), 2011 - 2015

The EMTP calls for "Catch-up" programmes and accelerated learning programmes to facilitate the re-entry of learners into the mainstream education system. (EMTP p.26). This MTP emphasises the need to support children who have dropped out of school or who are at risk of dropping out of school, using specially designed catch-up programmes. Such programmes fall under the Division of Non Formal Education (NFE). In order to develop such programmes, the MOPSE emphasises the need to arrange the Curriculum in three levels spread over two a year period which will be equivalent to the Grade 7 year primary cycle. The Ministry also identifies other possible approaches such as the Zimbabwe Adult Basic Education Course (ZABEC). The EMTP calls for support from NGO partners and other organisations in order to implement Catch-up Education or Accelerated Learning programmes to support out-of-school children.

3.3 BACKGROUND ON WEI/MOESAC PILOT OSSG

In response to high, and growing, numbers of out-of-school children and youth, WEI/Bantwana in collaboration with GIZ and curriculum experts within the Ministry of Primary and Secondary Education (MoPSE) developed and piloted an innovative model for Second Chance Education called Out -of- School Study Groups (OSSGs). The group study mechanism, implemented primarily through Community-Based Organizations (CBOs) and administered at OSSG sites offered "Second Chance Education" to children and youth through an accelerated learning program and supported the reintegration of out-of-school learners into government primary schools.

In order to develop a harmonized approach and to improve the quality of both the out-of-school curricula being used and teaching instruction available across these

informal groups, WEI/ Bantwana worked with the curriculum experts to develop a group-study mechanism and standardized set of lessons that could be administered by community volunteers and had strong links with the formal government primary school curriculum. These set of lessons aimed at compressing key subjects into 3 different grade levels in order to develop learning materials which would reflect the compressed curriculum following the Zimbabwe Adult Basic Education Certificate model (ZABEC). On completion, the draft compressed set of lessons consisted of syllabuses for Mathematics, English, Shona and Ndebele, and a composite selection of topics from the Environmental Science and Social Studies syllabuses together with selected topics from the Home Economics syllabus.

Lessons learnt from the OSSG sites presented critical information for the development of a national second chance education programme that could be implemented through the school system. WEI/Bantwana piloted this model in 3 schools and lessons learned influenced the design of the Accelerated Programme in schools working through teachers and district structures. As a national programme, the ALP is housed in the MoPSE and seeks to enhance the capacity of the Non Formal department of the Ministry to deliver second chance education in schools and hard to reach centres.

3.4 ZIMBABWE ACCELERATED LEARNING MODEL

The present ZALP adopted by the MoPSE in partnership with WEI uses existing text books which are available in Zimbabwean primary schools. Text books will be provided by the host schools.

The majority of ZALP classes will take place in the afternoons and will be administered by selected teachers from each school. Carefully prepared placement tests will assist in ensuring that ZALP learners are placed in grades which reflect their levels of attainment, irrespective of their ages. Care will be taken to include children with disabilities such as learners who have hearing impairment and learners who are visually impaired, learners with albinism and other learners with disabilities, who are judged capable of coping with the learning programme. Priority will be given to children who have been out of school for at least two years. Girl children, who are socially and economically disadvantaged, will also be prioritized for enrolment.

The existing school syllabuses will be compressed and divided into three levels namely: Level 1 –Grades 1, 2 and 3, Level 2 – Grades 4 and 5 and Level 3 – Grades 6 and 7.

Regular testing will ensure that the ZALP learners have opportunities to move ahead at their own speeds, so that as soon as the Learners are ready, the process of facilitating re-entry into formal classes will commence.

The Zimbabwean Child friendly school model will focus on creating an inclusive and encouraging learning environment for ZALP Learners. (All Child Friendly school models are based on the Convention on the Rights of Children (CRC). A synopsis of this CRC can be found in the Appendix in Section 8.1.

Teaching and learning techniques for this Zimbabwean Child Friendly approach will focus on confidence building, using encouragement and recognition for good efforts. Discipline will be guided by counseling and correction of behaviour. Punitive punishments will not be administered. Corporal punishment will not be used. The many challenges faced by ZALP children will be recognized and every effort will be made to build learners' confidence and trust. Concurrently, the host school will ensure that children in the ZALP classes do not face discrimination or other forms of bullying. This will be achieved by creating an inclusive school atmosphere with the help of SDC's/SDA's and the wider community. An inclusive welcoming school will enhance the success of this programme.

A first requirement will be to cooperate with the Basic Education Assistance Module (BEAM) to ensure that the most disadvantaged learners are given priority.

It is also hoped that SDC's/SDA's will assist outstanding scholars to continue with their formal education by creating scholarships for gifted learners and for girl children who are out-of-school.

Important facts to remember

1. The Accelerated Learning Programme (ALP) is a MoPSE programme. This programme is intended to offer Second Chance educational opportunities to children and youth who, because of various circumstances, have either never attended school or who have dropped Out of school.
2. The ZALP is a school based programme. Learners attending classes will meet in afternoon sessions, use school classrooms and study from text books supplied by the school as well as by WEI.
3. The Education Development Fund II known as EDF II is a donor fund intended for the use of the MoPSE. These funds are presently administered by UNICEF. The funds are for the development of MoPSE education initiatives, and as such, these funds must be approved by the MoPSE.
4. Catch-up classes are intended to assist the MoPSE in reaching Universal Primary Education (UPE) by 2015.
5. The ZALP cannot be successful without the support of MoPSE personnel together with
6. NGOs, other organisations and school communities.

3.5 PARTNERSHIPS

This is a MoPSE Programme. For this reason, ZALP will come under the Division of Non Formal Education working with the District Literacy Coordinators (DLC's), Education Officers (EO's), the Division of School Psychological Services and Special Needs Education(SPS and SNE) personnel, School Inspectors, School SDA's/SDC's and the wider school communities. WEI will be supported by a consortium of NGO partners and other private or religious organisations who are presently involved with out-of-school children and young people. Central to this support is the community, especially those community members who are in positions of authority and respect.

4. HANDBOOK'S PURPOSE, AIMS AND OBJECTIVES

4.1 PURPOSE

The purpose of this handbook is to provide guidance to teachers/facilitators on the catch-up programme designed by the MoPSE to enable the reintegration of children who have dropped out of the primary school system back to formal school. Additionally, the handbook will also provide guidance for the support of continuing education that enables learners to complete the basic education cycle in a shorter period.

4.2 AIM

To support teachers to accelerate the teaching and learning of children who have been out of school for various periods of time, and thus enable them to reintegrate into the mainstream.

4.3 OBJECTIVES

1. To enhance teachers' awareness of ZALP's origins, set up, and legal standing, and hence provide the necessary context
2. To help ZALP teachers/facilitators to improve on their understanding of, and ability to use the following ZALP strategies:
    a) Placing learners into their most appropriate Level
    b) Creating an inclusive, gender sensitive, conducive learning environment, with special consideration for children with disabilities
    c) Using appropriate teaching and learning strategies for:
        i) Enabling accelerated learning
        ii) Effectively catering for learner differences
    d) Identifying learners who are ready for reintegration and facilitate the process
3. Motivating learners to learn

5. HOW TO USE THE HANDBOOK

The focus of this handbook is on the understanding and effective application of ZALP strategies, especially from a teaching/learning perspective.

Section 6 in two parts:
- Section 6.1 where a ZALP strategy outline is provided in a table that summarizes what each strategy entails.
- Section 6.2 where the strategies are elaborated on in 5 Units, which include implementation related activities.

A hands on, participatory approach has been adopted, with each Unit including:
- Information on the strategy
- Activities that are designed to help users to reflect on the information provided, and use it to enhance their effectiveness in the ZALP teaching/learning process.

Thereafter, there are 2 sections on, respectively:

- Evaluation (Section 7), explaining how to provide feedback that will be used in improving the handbook's usability and usability.
- The Appendix (Section 8), which contains additional information on some of the strategies.

To benefit fully from this handbook, you are urged to consider the following suggestions:

1. Start by taking a quick look at the handbook's contents page, identify Sections/Sub-Sections that immediately catch your eye, and quickly go through those first.

2. Thereafter, systematically go through the handbook with the aim of completing it (including doing the activities) within one school term.

3. Exercise due care and diligence in doing the activities, which are meant to help you improve your effectiveness as a ZALP teacher (and, hopefully as a teacher in general).

4. Use the spaces provided (in the handbook) to write down your responses to Activity tasks.

5. Keep in mind the fact that there are no wrong or right Activity responses; all you need to do to respond with care and honesty.

6. You are encouraged to:
   - ✓ Try out, in your teaching/learning some of the ideas suggested in the handbook. Make sure however, that you record or make a mental note of your experiences in such trials.
   - ✓ Conscientiously fulfil the evaluation requirements suggested in Section 7.
   - ✓ Meet regularly (for example once a week) with other ZALP colleagues in the same school for such purposes as sharing experiences, providing mutual support, and learning from each other.
   - ✓ Bring your handbook (with your responses) to the ZALP training workshops, where you will have further opportunities for experience sharing and learning from, and with colleagues from other schools.

6. ZALP STRATEGIES

6.1 STRATEGY OUTLINE

In the table below, a summary of what each ZALP strategy entails is provided.

ZALP STRATEGY	What the STRATEGY Entails
Placing learners into their most appropriate Level	**Use of valid, reliable procedures in learner placement** • Developing and administering pre-test • Placing children into appropriate levels (1,2,3) using pre-test results
Creating an inclusive, gender sensitive, conducive learning environment, with special consideration	Adaptation and use of the Child Friendly School Concept within ALP (including: protection issues, PSS, behaviour and discipline, health and nutrition issues, learner empowerment and confidence building. • Include gender equity in selection criteria (Ensure inclusion of girls who dropped out due to early marriages, young mothers, young girls working as caregivers • Take steps to promote inclusivity and non-stigmatisation

for children with disabilities	(including use of appropriate language; respect and use of appropriate language by teachers; sensitizing mainstream learners and communities on welcoming, positive attitudes and behaviour). • Identify and cater for children with various learning disabilities (those who would be able to cope with the programme; encourage coordination with SPS. • Involve ALP learners in school activities, such as drama, art, music
Using appropriate approaches for: **a) Accelerating learning** **b) Effectively catering for learner differences**	a) Use of Accelerated Learning (AL) mechanisms and recognized Teaching/Learning techniques • Use of Compressed syllabus • Use of compressed timetable (timeframe) • Adoption and use of learner centred, child friendly, participatory methodologies • Organizing cooperative learning, including group work that enable individuals within the group to learn through or with each other) • Use of music, dance, miming, art, role-play • Use of appropriate teaching/learning aids • Make maximum use of the local environment, resource persons • Maximize learning opportunities (including opportunities for learners to do extra/home work on the school premises) b) Adopt/adapt recognized approaches for dealing with variation in a class setting • Establish nature and extent of variation, including identifying strengths and weaknesses, interests • Adopt, adapt and use appropriate multi-grade techniques to suit your class situation (including: use of grouping appropriately according to various criteria…age, ability, gender; whole class teaching; individual learning) • Use identified strengths and interests to advantage (including grouping appropriately; allowing those with particular strengths to take a lead; peer teaching)
Identifying learners who are ready for reintegration and facilitating	• Acquiring basic child counselling skills during termly trainings • Use of continuous assessment and keeping appropriate records • Identifying learners who are ready (at convenient times such as end of term). • Facilitating administrative processes for reintegration (especially Heads)

the process	• Preparing identified learners for reintegration, and taking steps to ensure receiving teachers and classes are prepared for the reintegration • Following up and monitoring progress reintegrated learner (especially Heads) and do your utmost to ensure retention in formal school • Encouraging learners by waving of fees where possible
Motivating children to learn	• Arranging school community events (including parents' days, consultation days, and prize giving days. • Motivating learners by waving of fees where possible, • Encouraging children to participate (emphasize CFS) • Encouraging parent/guardian commitment to keep children in school bound by child rights and child safeguarding guidelines • Arranging for/encouraging reintegrated learners and those who have successfully completed the ALP to speak to ALP learners (and to act as role models] • Use of positive language and promote self-confidence/esteem

6.2 STRATEGY IMPLEMENTATION

In this Section information (including a brief theoretical explanation where appropriate) is provided for each strategy, together with suggested activities designed to enable reflection, and informed implementation. The Section is divided into 5 Units, each corresponding to one of the 5 main ZALP strategies.

UNIT 1: LEARNER PLACEMENT

Learners selected for the ZALP are grouped (placed) into one of three Levels: Level 1, Level 2, or Level 3, as above in Section 3.4.

A pre-test covering 4 examinable subjects (Shona, Ndebele, English, Mathematics and the General Paper) is administered on all the selected learners. Placement into a Level depends on performance in the pre-test. The table below indicates the type of learner expected to be in each Level, and the level of performance that will qualify a learner to be in a given Level. From the table, it can be seen that (in theory) a learner who dropped out when she or he had reached Grade 7 does not automatically qualify for level 3. She or he might end up in Level 2 (or even Level1), if her/his performance in the pre-test is below the Grade 3 level.

	LEVEL 1	LEVEL 2	LEVEL 3
Expected Intake	Learners who have never been to school, or those who dropped out before reaching/completing Grade 3	Learners who went beyond Grade 3, but dropped out before reaching/completing Grade 5	Learners who went beyond Grade 5, but dropped out before reaching/completing Grade 7, or failed Grade 7 Exam
Performance Criteria	Performance below the Grade 3 level	Performance below the Grade 5 level but above the Grade 3 level	Performance below the Grade 7 level but above the Grade 5 level

UNIT 1: ACTIVITY 1

14 | P a g e

Do you think ZALP placement procedures are okay as they are? (Yes/No) _____

If "Yes" briefly give your reasons:

If "No", do you think they should be (CHOOSE ONE) be:

- **Abandoned? (Yes/No) _____. If so, what should replace them?**

- **Improved?   (Yes/No) _____ . If so, how should they be improved?**

UNIT 2: CREATING A CONDUCIVE, INCLUSIVE ENVIRONMENT

1. ADAPTING AND APPLYING THE CHILD FRIENDLY SCHOOL CONCEPT WITHIN ZALP

There are several key elements in developing an inclusive Child Friendly Learning Environment. The first key element is to develop an inclusive Child Friendly school with a policy of welcoming and including all learners.

It is worth noting that experience indicates that when most teachers, parents, learners and the wider school community are asked the question "What makes a good school?" They will generally identify most, if not all of the elements required to ensure that the school is inclusive and child friendly.

> **UNIT 2: ACTIVITY 1**
>
> **To investigate the validity of the above statement, work with a colleague to identify and list the key elements that make a primary school an inclusive, Child Friendly School. At the end of this activity, compare your answers with the notes in the box on the next page**

Key Elements of an Inclusive, Child Friendly School

- The inclusive Child Friendly School offers a safe, secure and encouraging learning environment.

- The health and nutrition needs of the learners are taken care of by regular health checks and the provision of school meals for the needy.

- The learners have access to clean drinking water and there are adequate clean toilets with water and soap for cleaning hands.

- Good behaviours is encouraged and recognised whilst unacceptable behaviour is corrected without using threats or negative humiliating punishments. Positive disciplinary methods are developed.

- Bullying and stigmatization of any child is prohibited

- Self-discipline is developed through guidance and opportunities are made available to the learners to carry out various responsibilities. Learners are encouraged to work with their teachers to develop rules around respect and consideration for others.

- There are sufficient learning and teaching materials to ensure quality learning.

- Special arrangements are made to assist learners with disabilities. (These arrangements should be made in consultation with the District Remedial Tutors).

- Child Friendly classes are developed so that all learners enjoy the learning activities and benefit fully from the social, cultural and sporting activities.

- Teaching/Learning methods focus on creating a positive learning environment.

Where required, ramps and railings are constructed for those learners in wheelchairs or those learners who are visually impaired

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UNIT 2: Activity 2

1. Individual reflection: **Take a few minutes to write down what you see as some of the benefits and some of the challenges that the teacher in the ALP classroom will face. Make two lists under the headings :**

Benefits	Challenges

At the end of this activity, share their thoughts with other ZALP teachers. These should be recorded.

2. **Working with at least one other ZALP teacher, discuss, record and share your responses to the following questions:**

- **How do you think that your ALP classroom is different from your regular classroom?**

- **Will you use the same teaching methods in your ALP classes as you use in your regular classes? If there are differences in the ways that you will teach, list these differences for further discussions.**

3. Project: **This is an extra assignment. With another ZALP teacher or in a group, prepare a profile illustrating the characteristics and skills required by a good ALP teacher. The completed response should be shared with a group, if possible.**

ALP learners frequently come from homes with many challenges. Often ALP learners have lost parents or siblings, are involved in child labour activities, caring activities or who have no place to call home. Many have been out of school for long periods during which they may have had health and nutrition challenges. Many may also have suffered from abusive and violent attacks from adults. ALP classes are

required therefore, to create learning as well as a social environment which will allow ALP learners to experience a safe, secure and welcoming learning experience.

Some key elements for a successful ALP Learning Environment are explained in the box below. (The key elements for a successful AL Learning Environment described below are taken from an article from the Centre for Accelerated Learning –

2. THE DIFFERENCE BETWEEN POSITIVE DISCIPLINE AND PUNISHMENT

The following table sets out the two types of learner control.

The Difference between Corporal Punishment and Discipline	
Definitions[i] **Discipline is** the practice of teaching or training a person to obey rules or a code of behaviour in both short and longer terms. The rules and the need for a code of behaviour should be explained and the reason for rules should be logically stated. **Punishment is** an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means. For example, by beating or the use of negative verbal reprimands or physical or emotional pain.	
DISCIPLINE IS:	**PUNISHMENT IS:**
Giving pupils positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour.

When children must make amends when their behaviour negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends
Understanding individuals abilities, needs and circumstances and developmental stages	Inappropriate to the child's developmental stage of life; individual circumstances, abilities and needs are not taken into consideration
Teaching children to internalise self-discipline	Teaching children to behave well only when they risk getting caught doing otherwise
Listening and modelling	Constantly reprimanding children for minor infractions causing them to 'tune us out' (ignore us; not listen to us)
Using mistakes as learning opportunities	Forcing children to comply with illogical rules "just because you said so"
Directed at the child's behaviour, never the child – your behaviour was wrong	Criticising the child, rather than the child's behaviour – you are very stupid; you were wrong

UNIT 2: ACTIVITY 3

1. **Reflection:** After examining positive and negative discipline methods decide what kind of disciplinary measures you use in the classroom. Reflect upon the positive or harmful effects of your methods.
2. Working with one other ZALP teacher, examine positive discipline alternatives and decide how to introduce and manage positive disciplinary measures in an ALP classroom. Identify the processes to be used.

PLEASE NOTE

o It is very important for School Heads, teachers, learners, parents and community members to accept the need to specify appropriate and inappropriate language use in schools as well as out of school. To achieve this goal, Heads, teachers and learners should work together to compile lists of words, slang or phrases which are hurtful, derogatory, insulting, degrading, which may cause stigmatisation of any learner or group of learners.

o After compiling these lists, the school should arrange for the learners to discuss the consequences of using such language. Those who use such language should be penalised and the learners should agree on the penalties.

o It is important for teachers to promote respect, understanding and empathy, by promoting positive behaviour models.

o It is equally important to involve the school and the community in accepting and respecting catch up learners. This can be achieved by calling for community volunteers to become "friends" or "mentors" of catch up learners, and by encouraging the school and community to arrange inclusive activities which support and include ALP learners. Community efforts should also support the learners to attend classes regularly by making arrangements to help with ALP Learners chores, work, and caring or child rearing obligations.

o It is important to ensure that girls are able to continue their ALP studies by appreciating some of the barriers which discourage girls from being able to attend school.

3. CONDITIONS THAT DISCOURAGE GIRLS' SCHOOL ATTENDANCE AND ACHIEVEMENT

Conditions that discourage girls' school attendance and achievement

<u>Some Home Conditions</u>

Some home conditions which keep girls from regular attendance of school or who have dropped out of school are:

1. Family poverty or illness of family members. In such families the cost of schooling is prohibitive.
2. Additional workloads for girls often mean that their labour is too valuable to forgo for the uncertain gains of going to school.
3. Child labour activities to raise income for families takes priority over schooling for girls
4. Child headed households are often headed by an older sibling usually a sister. Her family and caring duties make schooling impossible.

<u>Some School Conditions</u>

5. Girls often suffer from gender based bullying or teasing or intimidation by certain teachers, who favour male learners.
6. Out of date curricula and text books which stereo-type girls. For example the stereotyping in text book illustrations show males as bread winners and females as uneducated recipients.
7. Toilets and hygiene – Sanitation facilities can pose serious problems for girls particularly at puberty during menstruation periods.

8. Prevailing Concepts – Such concepts encourage beliefs that girls are bound to fail particularly subjects like Science and Mathematics

All of these factors contribute to what Educators describe as <u>an epidemic of low self-esteem among girl learners</u>.

<u>Conditions in Schools and Classrooms which encourage attendance and completion of girls at school,</u>

9. Developing new Curricula and Gender Free text books address girl-sensitive education programmes.
10. Gender sensitive teaching styles which are encouraging and girl-friendly. Such styles are participatory rather than old style rote learning. The Forum for African Women Educationalists (FAWE) trains teachers in gender sensitivity and distributes a gender sensitive training manual.
11. New roles for teachers include listening and allowing girls to talk about their issues which can make a difference as to whether girls drop out or finish school. Training teachers in counselling techniques is a positive response to encourage girls to complete schooling.

Assisting girls at puberty by supplying sanitary protection makes it possible for girls to attend school during menstrual periods.

> **UNIT 2: ACTIVITY 4**
> **Reflection:** As a teacher, have you ever had reservations about the importance or otherwise of educating girls? Write down a few of your observations.
>
> Working with at least one other ZALP teacher, develop a School Activity Day to promote a stigma free day for all learners.

4. CATERING FOR CHILDREN WITH VARIOUS LEARNING DIFFICULTIES OR PHYSICAL DISABILITIES

In the first place, the selection of learners with learning difficulties to attend ZALP catch-up classes should be carried out with the help and support of the District Remedial Tutor. In addition, The Basic Education Assistance Module (BEAM) committee should be consulted. Only children who are able to benefit from being included in ZALP classes should be considered. In the case of learners who may have to use wheel chairs or crutches, ramps and hand-rails should be constructed. Similarly, at least one school toilet facility should cater for learners using wheel chairs or learners requiring to use a hand rail for support.

5. INVOLVING ZALP LEARNERS IN SCHOOL ACTIVITIES

The Head Teacher and staff need to develop an inclusive welcoming and familiarisation process for ALP Learners. This is an important first step to ensure that ALP learners participate in school activities. The following strategies can be utilised to make it possible for ALP Learners to fully participate in school activities:

1. School Head Teachers and selected staff and learners arrange familiarisation tours taking ALP learners around the school so that they are familiar with all the facilities and are aware of the availability of these facilities.

2. School Heads and staff work with communities to develop plans for making ALP learners feel welcome and are part of the school.

3. School heads and staff and learners work together to develop methods of including ALP learners in extra mural activities such as choirs; cultural activities; sports; community projects, prize giving or other celebrations which the school may hold.

4. School Heads should appoint learners to positions of responsibility who will organise special fun activities designed by the learners and staff to make ALP learners welcome.

UNIT 3: USE OF APPROPRIATE TEACHING/LEARNING STRATEGIES

As explained in Unit 1 above, ZALP offers a chance to:

- School drop-outs to catch up academically and hence are able to re-join the normal education system at the same Grade level as their age-mates. (This is exemplified in Situation 1, below).
- Learners who are too old/not adequately proficient for re-joining the normal system, to complete the primary school programme in 3 years or less. (This is exemplified in Situation 2, below).

SITUATION 1

Chipo is a nine year old girl who dropped out of school a year ago, when she was in Grade 2. She has now enrolled in Level 1 in the ZALP and wants to catch up with her age mates who are now in Grade 3 in the normal system. Through the ZALP, it should be possible for Chipo to be in Grade 4 at the same time with her former class mates.

SITUATION 2

Themba is a fourteen year old street kid who dropped out of school two years ago when he was in the middle of Grade 6. His ambition is to complete primary school education in the shortest time possible, enrol in the local O Level night school programme and complete it, before embarking on a motor mechanic course. He is selected for the ZALP programme and placed in Level 3. It should be possible for Themba to sit for, and pass the Grade 7 Examination within one year.

ZALP has adopted measures for **achieving required learning objectives in a shorter than normal time** and for **speeding up or accelerating the learning process**, and hence for helping children like Chipo and Themba.

'Compressed' Time-table: In ZALP, not only is the speeding up of learning necessary for the reasons given above, but also because the actual available teaching/learning time is far less than in the normal system. Whereas it is around four and a half hours per day in the normal system, it averages only 2 hours per day in the ZALP. The reasons behind this are mainly to do with the fact that ZALP classes mostly take place in schools where normal classes take place in the morning, while those for ZALP are conducted in the afternoon.

ZALP has adopted the following strategies for shortening the required learning time/ speeding up learning:

- Use of syllabi that have been specially designed by MoPSE's Curriculum Development and Technical Services CDTS).
- Encouraging and supporting the use of teaching/learning approaches that are known to enable faster, deep and efficient learning (i.e. Accelerated Learning (AL) approaches).

USE OF SPECIALLY DESIGNED (COMPRESSED) SYLLABI

In most, if not all Accelerated learning Programmes (ALPs) in Africa, syllabus compression has been adopted as a tool for reducing the time required to achieve required learning objectives.

ALP learners tend to be older and hence more mature than their younger counterparts in equivalent Grades in the normal system. They are thus assumed to be able to learn at a faster rate. This assumption appears to be justified, based on evidence collected so far in Tanzania, Uganda, and Sierra Leone etc.

In line with such an approach, teaching/learning in ALPs is based on syllabi that have been compressed in such a way that knowledge and skills that normally take 2 - 3 years to be acquired are allocated only one year as is illustrated in the table below for the ZALP:

| NORMAL PRIMARY PROGRAMME | | ZALP | |
Grades Covered	Time taken to complete (Years)	Levels covered	Time taken to complete (Years)
1 - 3	3	1	1
4 - 5	2	2	1
6 - 7	2	3	1

The compression for the ZALP is such that only the most essential, age-appropriate material is included, but with the following focus for each Level:

- For Level 1, the focus is on achieving Grade 3 objectives in 1 year;
- For Level 2 the focus is on achieving Grade 5 objectives in 1 year;
- For Level 3 the focus is on achieving Grade 7 objectives in 1 year;

Example: Since Level 1 learners are considered to be, on the whole, mature enough to be aware of, and to have already used the concept of number in their lives, a lot of the pre-number related work (e.g. sorting, matching) is drastically reduced in the Level 1 ZALP Mathematics syllabus. Only the most essential material for understanding the concept of number is included, and some of the repetition (necessary for younger learners) is eliminated. The focus is on achieving Grade 3 objectives.

UNIT 3: ACTIVITY 1

1. Take a critical look at the one of the ZALP syllabi for a subject and Level of your choice. Preferably, choose the Level you are teaching. In your opinion:
   a) Does the syllabus cover all the essential knowledge and skills that are appropriate for the Level? If not, what appears to be missing?

   b) How are your learners coping, regarding what the syllabus requires? To what extent is the syllabus (*choose ONE*):
   i)   Too difficult for most learners? Explain.
   ii)   Too easy for most learners? Explain.
   iii)   Just right for most learners.

   c) Have you identified which learners are struggling in each subject? What measures are you taking to help them to catch up?

2. Do you think the teaching/learning time available for your ZALP class is adequate? (Yes/No) _____

If not, do you have any tried such solutions as:

- Organizing weekend classes
- Organizing learners to come to school early and doing class activities together in groups (for example under trees during dry weather)
Etc.

Can you come up with other possible solutions? If so, write them down in the blank space below:

USE OF ACCELERATED LEARNING (AL) METHODOLOGY

Accelerated Learning (AL) has been defined as: "… learning which proceeds at a faster rate, and with deeper understanding, than that normally expected using conventional teaching methods."

It is now widely associated with a teaching/learning approach that recognizes, and takes into account the fact that people tend to have different learning styles and preferences. The approach is based on recent research on how the brain works and has been used as a technique in a wide range of settings, from Early Childhood Development to Higher Education, Adult Education, and Industrial Training.

Although some educators regard AL as a new approach, a close look at it shows that it is not really that new. In fact AL is consistent with what is already recognized as good quality teaching. What is new appears to be the linkage between good teaching practices with brain research findings on learning.

Let us remind each other of what good quality teaching entails by doing the exercise below. (For those who have not taught before, try to go back in time to your schools days or use your common sense):

<table>
<tr><td colspan="2">
UNIT 3: ACITIVITY 2

1. Carefully consider each of the following teacher behaviours/teaching approaches in the context of good quality teaching or. Teaching that is likely to enable fast, deep, and efficient learning. Putting yourself in the shoes of a ZALP learner, which of the listed teacher behaviours/approaches do you think would help you to learn quickly, deeply and efficiently? Indicate (by writing A, FA, or NA) in the space provided to show in the right column, the ones which think would be:

- Most Appropriate (MA)
- Fairly Appropriate (FA)
- Not Appropriate (NA)
</td></tr>
<tr><td>Punishing lazy learners as often as necessary, until they change their behaviour</td><td></td></tr>
<tr><td>Drilling learners thoroughly to ensure they pass exams</td><td></td></tr>
<tr><td>Providing a safe, warm, friendly, caring learning environment</td><td></td></tr>
<tr><td>Encouraging learners to work together, help each other, share ideas</td><td></td></tr>
<tr><td>Ensuring the syllabus is completed at all costs, especially in Level 3</td><td></td></tr>
<tr><td>Encouraging learners to ask questions in class</td><td></td></tr>
<tr><td>Giving tasks that are challenging, but which are such that learners will enjoy doing</td><td></td></tr>
<tr><td>Motivating learners to learn</td><td></td></tr>
<tr><td>Concentrating on the faster learners to ensure they are not slowed down by the slow, or lazy learners</td><td></td></tr>
<tr><td>Using familiar, real life situations/examples in the teaching teaching/learning process and starting from the known and familiar to the unknown ((i.e. contextualizing learning)</td><td></td></tr>
<tr><td>Being aware of, and respecting learner differences (e.g. in terms of ability, learning styles, interests, age) and taking that into account in the planning for, and the actual teaching/learning processes</td><td></td></tr>
<tr><td>Beating learners who are disruptive, disrespectful, or disobedient to help them change for the better</td><td></td></tr>
<tr><td>Making learners active participants in their own learning, rather than passive recipients; including providing opportunities for learners to: manipulate concrete objects; learn through games and/or music</td><td></td></tr>
</table>

Now let us look at what some experts advise on the AL approach which, as mentioned above, is considered by many to be ordinary, good quality teaching. They include:

- Creating a warm, learner friendly, non-threatening, teaching/learning environment
- Using learner centred approaches (including Involving learners and hence enabling them to be active participants in their own learning)
- Being aware of, and catering for learner differences
- Motivating learners
- Contextualizing learning

For more details on the Accelerated Learning approach, refer to Section 8. 4., which also includes a viewpoint on the ideal teacher.

UNIT 3: ACITIVITY 3

Now that you have more knowledge on what experts say about Accelerated Learning, go back to ACTIVITY 2 above and try to answer the following questions:

1. Which of the teacher behaviours/teaching approaches listed in Activity 2 above are the most appropriate for fast, deep, efficient learning (or Accelerated Learning), based on what experts say? Indicate these (i.e. the most appropriate behaviours/teaching approaches) using ticks (√) in the blank spaces (in Activity 2).

2. Is there an exact agreement between the list of approaches you had indicated as Most Appropriate (MA) in Activity 2, and those you have now ticked as most appropriate? Indicate Yes/No _____

    a) Where are the differences? Indicate the differences below (if any):

    b) If there are differences, would you like to re-consider your original opinion? If not, explain below:

3. Read the article by Theresa A. Thomas on "Ten Traits of Great Teacher" in the Appendix Section 8.3.

Carefully reflecting on each trait. Indicate the extent to which: a) you consider yourself to have the trait already; b) you want to further develop the trait in yourself. Use **LgE (**to indicate Large Extent); **FE** for Fair Extent), or **LmE** for Limited Extent. (Please note that, provided it applies to you, you may indicate you want to further develop a trait that you think you already have)

TRAIT	Extent to which you:	
	Think you already have it	Want to develop/further develop it within yourself
1. HUMILITY		
2. PATIENCE		
3. KINDNESS and SHOWING RESPECT		
4. ENTHUSIASM for SUBJECT MATTER		
5. DEMONSTRATING rather the TELLING		
6. LEARNING from LEARNERS		
7. Having a POSITIVE ATTITUDE		
8. ENGANGING LEARNERS		
9. Having HIGH EXPECTATIONS		
10. PROVIDING a WARM ENVIRONMENT		

Now let us look at the aspects of Accelerated Learning in more detail.

CREATING A WARM, LEARNER FRIENDLY, NON-THREATENING, TEACHING/LEARNING ENVIRONMENT

This has been covered in Unit 2). Revisit it if need be and do Activity 4 below:

UNIT 3: ACTIVITY 4

Do you think fast, deep and efficient learning (i.e. Accelerated Learning) is possible when the teaching/learning environment is unfriendly, threatening, and/or discriminatory? (Yes/No/Don't know) _____

Explain your answer

USING LEARNER CENTRED, PARTICIPATORY APPROACHES

Learner Centred Teaching/Learning, together with the Child Friendly School concept lies at the heart of Accelerated Learning (i.e. learning that enables faster, deeper, more efficient learning). The concept of Learner Centred Teaching/Learning is nothing new to most teachers. However as a reminder, you are requested to carefully study the table below, in which a comparison is made between learner centred and teacher centred teaching.

COMPARISON OF TEACHER-CENTRED AND LEARNER-CENTRED TEACHING/LEARNING[ii]

TEACHER CENTRED APPROACH	LEARNER CENTRED APPROACH
Learners passively receive information. Knowledge is transmitted from teacher to learners	Learners are actively involved in, and take responsibility for their learning. They are active participants in their learning
Emphasis is on dishing out	Emphasis is on contextualizing knowledge and skills in the

knowledge outside the context in which it will be used	learning/leaching process. Includes moving from the known to the unknown and addressing real life issues/problems that learners can relate to.
Teacher's role is to give information and to evaluate	Teacher's role is to help learners to learn (i.e. teachers facilitate learning). Teacher and learners evaluate learning together
Assessment (e.g. through tests, home-work, class work) is used to monitor learning only	Assessment is used to promote and diagnose learning
Emphasis is not on right answers, but on helping learners to learn from their errors	Emphasis is on the teacher coming up with better questions in order to facilitate learning, and help learners learn from their errors
Treating subjects as separate and distinct, with no attempt to link up knowledge and skills across them	Making linkages across subjects where appropriate, including providing learners opportunities to address issues and solve problems that require knowledge and skills from more than one subject.
Competition among learners is encouraged	Learners are encouraged to cooperate, collaborate and to be supportive of each other
Only learners are viewed as learners	Teacher and learners learn together

More information on Learner Centred Teaching/Learning can be found in Section 8.3 in the APPENDIX.

UNIT 3: ACTIVITY 5
1. **In the table below, examples of how teachers could put aspects of Learner Centred Teaching/Learning into practice are given. Can you come up with** your own examples, in each case? **Use the spaces provided at the bottom of the table. Make sure all the subjects (especially Ndebele, Shona, English, Mathematics and General Paper are covered.**

	Learner Centred Aspect	**Example(s)**
1	Learners are actively involved in, and take responsibility for their learning. They are active participants in their learning	*Learners are divided into groups. Each group is asked to choose a topic to write on in Shona or Ndebele or English. After the teacher approves the topic, learners write on the selected topic individually. They then re-group, read out to each other their work, discuss to agree on the best essay. The writer of the best essay from each group is asked to read it out to the whole class her/his and, with the teachers' guidance, the class votes on the best essay, giving reasons.*
2	Emphasis is on contextualizing knowledge and skills in the learning/leaching process. It includes: introducing or basing new concepts/skills on what learners already know (i.e.	• *Once relevant concepts are established, learners are guided to identify cases of environmental degradation in their communities. They are guided to come up with solutions.* • *Fractions are introduced through learners finding practical ways of sharing <u>fairly</u> whole objects (e.g.*

	moving from the known to the unknown); using examples from the familiar, local environment; making maximum use of items from the local environment as teaching/learning aids (e.g. seeds, leaves, stones: enabling learners to see the need for/usefulness of what they are learning; and guiding learners to address/solve issues/problems that are relevant to the learners' present or future lives.	*easily available, local fruit) among a given number of learners. Later (through practical activities (e.g. paper folding/cutting) they are guided to: discover the idea of equivalent fractions, and then how to add fractions)* • *Inviting a local expert to give a talk (e.g. on HIV prevention)*
3	Teacher's role is to help learners to learn (i.e. teachers **facilitate** learning). Teacher and learners evaluate learning together	• *Learners are sometimes asked to reflect on their own work; they are guided to identify their errors themselves* • *(See also Example 1, above)*
4	Assessment is used not only to rate performance, but also to promote and diagnose learning	• *Assess learning as the lesson proceeds (e.g. through question and answer) as a means of diagnosing areas where adequate progress has been made, and areas which need attention. This is especially important if something new that is based on prior learning is to be introduced.* • *Deliberately set a test to diagnose learning i.e. a test to identify where individual learner weaknesses/strengths are and take appropriate follow up action*
5	Emphasis is not on right answers, but on helping learners to learn from their errors	*When a learner gives a wrong answer, avoid asking another learner to answer the question. Instead, re-phrase the question to guide the learner to enable her/him to see where she/he is wrong and to correct herself/himself*
6	Making linkages across subjects where appropriate, including providing learners with opportunities to address issues and solve problems that require knowledge and skills from more than one subject.	*Guiding learners to conduct a simple experiment to measure rate of growth of a selected plant under different conditions and writing a simple, brief report in English. (Science, Mathematics, Agriculture and English involved)*
7	Learners are encouraged to cooperate, collaborate and to be supportive each other	*Learners are given a problem to solve or an issue to discuss in their groups, and are asked to present solutions/conclusions to the class.*
8	Teacher and learners learn together	*Provide opportunities for learners to ask you and each other questions or pose problems to you and/or each other. Admit openly where you do not know the answer/solution and work together to find the answer/solution (depending on the problem.*
SUGGEST YOUR OWN EXAMPLES. Use the spaces below		

1	
2	
3	
4	
4	
5	
6	

7	
8	

2. **What have been your experiences with Learner Centred teaching/Learning? What, in your opinion, has worked well? What have been the challenges? What are your suggestions for overcoming the challenges? Use the spaces provided below.**

(If you have not taught before, or you have no experience with Learner Centred Teaching/Learning, think ahead and Suggest: What do you think is likely to work well; What do you think will be the challenges? Suggest ways of overcoming the possible challenges).

ASPECTS THAT HAVE WORKED WELL

CHALLENGE	SUGGESTIONS for OVERCOMING IT
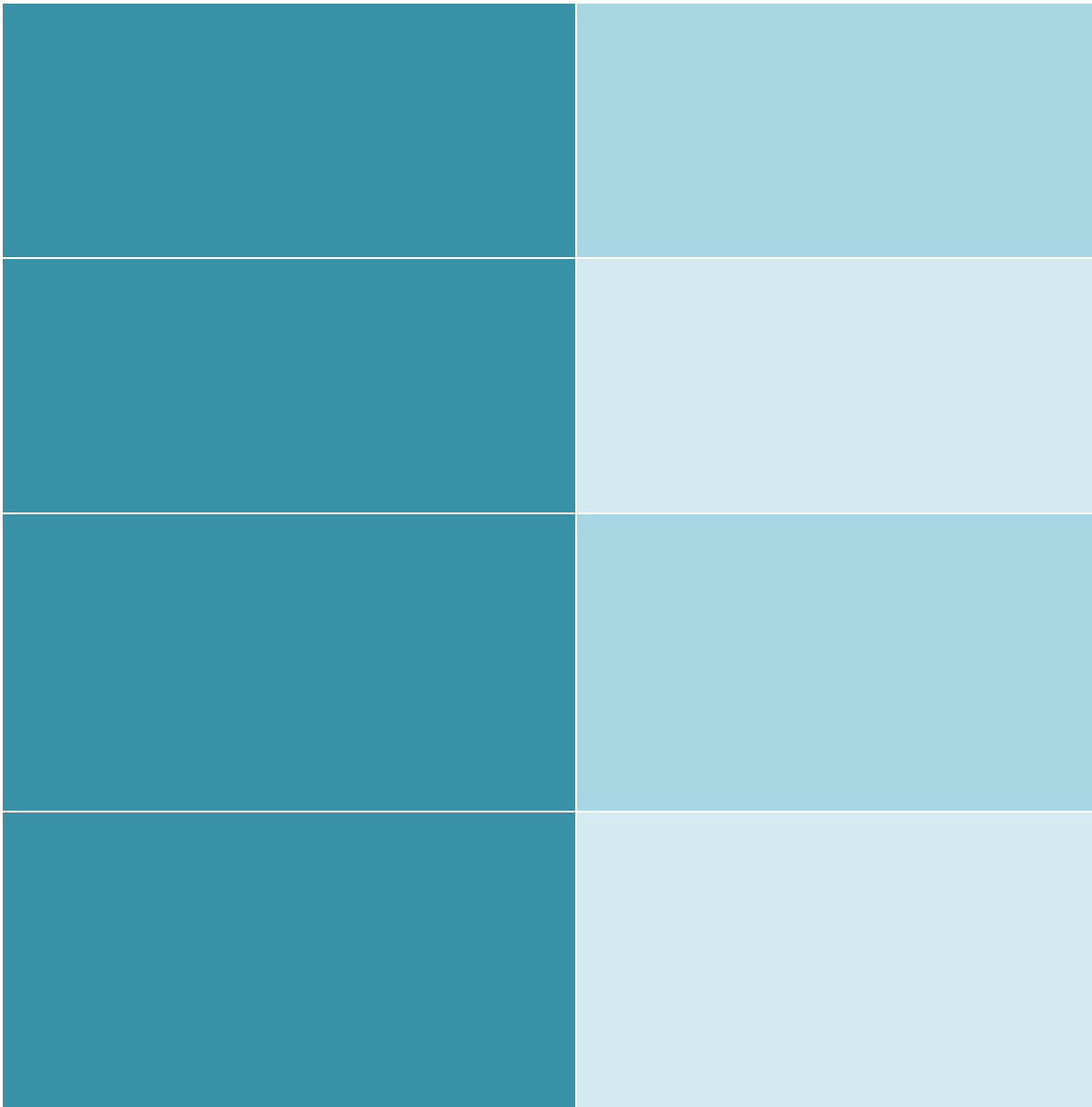
CONTEXTUALIZING LEARNING

Contextualized learning is a key aspect of learner centred learning and Accelerated Learning. As explained in Activity 5 Item 2 above. It includes:

- introducing or basing new concepts/skills on what learners already know (i.e. moving from the known to the unknown)
- using examples from the familiar, local environment
- making maximum use of items from the local environment as teaching/learning aids (e.g. seeds, leaves, stones)
- enabling learners to see the need for/usefulness of what they are learning

- Guiding learners to address/solve issues/problems that are relevant to the learners' present or future lives.

UNIT 3: ACTIVITY 6

Revisit Activity 5 Item 2 above:

1. Study the examples given.
2. Revisit the examples YOU have come up with (in Activity 5 Item 2), and improve on, or come up with new examples.

3. Why do think contextualized learning is considered important for Accelerated Learning to take place?

MOTIVATING LEARNERS

When a learner is interested in, enthusiastic about, and enjoys learning we say she/he is motivated to learn. Real learning (i.e. learning that is deep, valued and can be applied by the learner in real life) cannot really take place if the learner is not motivated. Also, such a learner (i.e. an unmotivated learner) is not likely to learn as quickly, deeply and efficiently as a learner who is motivated.

Thus Accelerated learning cannot be expected to take place where there is no motivation to learn, which explains the importance of this issue in ZALP teaching/learning.

UNIT 3: ACTIVITY 7	
In your opinion, which of the following teacher actions/behaviours are likely to motivate learners to learn? Put, in the second column, a tick (√) where you think the behaviour/action motivates learning, put an X where you think it does not, or put a zero where you are not sure.	
Teacher behaviour/action	Indicate your opinion using √, X, or 0
Repeatedly reminding learners to work hard, not be lazy	
Giving frequent tests and scolding or punishing those who fail	
Creating a friendly, warm, conducive teaching/learning environment	
Reminding learners about the importance of education, as often as possible	
Contextualizing learning	
Maintaining strict discipline, including beating disruptive learners	
Catering for learner differences	
Ensuring the syllabus is completed in time, at all costs	
Using learner centred teaching/learning methods	

Some of the most important ways of motivating learners have been covered already in the Sections. These include:

- Creating a friendly, warm, conducive teaching/learning environment
- Using learner centred teaching/learning methods
- Contextualizing learning

In addition:

- effectively catering for learner differences (which is covered in the next sub-section) is also important in motivating learners.
- motivating learners to learn is also dealt with in Unit 5, below.

CATERING FOR LEARNER DIFFERENCES

MAIN LEARNER DIFFERENCES

Learners, even in a class where learners are more or less the same age (e.g. in the normal system), differ in many ways.

For purposes of teaching/learning the most relevant learner differences include:

- ✓ Learning styles
- ✓ Ability
- ✓ Age
- ✓ Special needs
- ✓ Gender

DIFFERENCES IN LEARNING STYLE

There is quite a wide variety of ways in which people prefer to learn. There is no right or wrong style. (See 8.4. in the Appendix for more detail).

The following are some of the recognized learning styles[iii]

- **Visual:** These people prefer to use pictures, images, diagrams, colours, and mind maps.
- **Physical:** These are the "learn by doing" people that use their body to assist in their learning. Drawing diagrams, using physical objects or role playing are all strategies of the Physical learner.
- **Aural:** People who prefer using sound (obviously), rhythms, music, recordings, clever rhymes, and so on.

- **Verbal:** The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning. They make the most of word based techniques, scripting, and reading content aloud.
- **Logical:** The people who prefer using logic, reasoning, and "systems" to explain or understand concepts. They aim to understand the reasons behind the learning, and have a good ability to understand the bigger picture.
- **Social:** These people are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.
- **Solitary:** The solitary learner prefers to learn alone and through self-study.

Most people do not have only one preferred learning style, but a mixture. However, a few tend to stand out, depending on the individual. For example:

- ✓ An author is likely to mainly prefer a verbal learning style and, in addition, might also prefer a social learning style.
- ✓ An engineer's main learning styles are likely to include logical and visual, as well as (perhaps) visual.

ZALP classes will, like any other classes, have learners with a variety of preferred learning styles. This is very important to remember. Later on in this Unit, ways how to cater for different learning styles will be explored.

(See also Section 8.5 in the Appendix, for more information on learning styles).

DIFFERENCES IN ABILITY

Some people are interested in, and are good at art, others at writing, others at sport, others at science etc. There is no individual who is not good at anything. Equally, there is no person who excels in everything. We all have some things we are good at, things we are not so good at, and others we are hopeless at.

Because of the way our brains are wired, there is a strong link between a person's preferred learning style and the things they are good at. Thus, for example, learners who are good in languages tend to prefer (mainly a verbal learning style, while those that do well in Mathematics tend to prefer a (mainly) logical learning style.

It is also very important to realize that a person's ability in a given area or skill can improve, for example through learner friendly, good quality teaching/learning.

As explained in Section 2) of this Unit, each ZALP Level is made up of learners who, when they dropped out of school, were in different grades.   Thus in theory, Level 1 should be made up of Grade 1 - 3 drop-outs; Level 2: Grades 4 - 5 dropouts; and level 3: Grades 6 -7 drop outs. In practice, it does not work out neatly like that; the pre-test taken in the initial stages of enrolment into ZALP tries to minimize differences in learner ability in each level. Despite this, such differences can exist in the ZALP class, especially at the subject level.

This is important to keep in mind in planning for, and in the process of ZALP teaching/learning.

DIFFERENCES IN AGE

For effective teaching/learning, age is an important factor to take into account. For example, it would be silly to use the same teaching/learning approach for both adults and nursery school children, even in the same subject area. Related to this, we have seen that since ZALP learners tend to be older than learners in their equivalent Grade in the normal system, faster learning among these learners is expected and planned for. It is crucial to note, however, that in the ZALP the possibility of a wide range of ages in a given class is real. It would thus be a mistake to teach a ZALP class as though learners were roughly the same age, unless this can be supported factually (e.g. through checking learners' ages in the class register).

Differences related to Special needs [See section on catering for children with various disabilities in UNIT 2 above]

Gender Differences [See also the section on conditions discouraging girls' school attendance and achievement in UNIT 2 above]

Girls and boys tend to be brought up differently, including differences in: tasks assigned at home; what they are allowed to do; who they are allowed to interact/play with; how rules are applied by parents or guardians. Such differences are also evident in many school and classroom settings where, on the basis of gender: duties and responsibilities tend to be assigned differently; teachers tend to treat learners differently (e.g. reserving more challenging questions to boys; assuming that girls cannot be good at certain subjects, such as Mathematics; using gender insensitive language; and using teaching/learning materials that portray girls and women as underdogs in society.

All this tends to reflect negatively on how girls see themselves, their self-esteem, their capacity to learn, and how they learn.

ZALP classes often enroll young girls who are victims of early marriages and/or early pregnancies, which tends to compound the situation for these girls.

ZALP teachers need to be sensitive to this and to take appropriate measures.

UNIT 3: ACTIVITY 8

To what extent are you aware of learner differences in your ALP class? **This is very important for any teacher, but particularly for ZALP teachers**. To help you, do the following tasks carefully.

1. In your class:
    How many are girls? _____ How many are boys? _____ Total _____

2. Ask what school subject your learners like best, and record the findings as follows:
    - ✓ English: No. who like it best: Girls_____ Boys _____ Total ____
    - ✓ Ndebele: No. who like it best: Girls_____ Boys _____ Total ____
    - ✓ Shona: No. who like it best: Girls_____ Boys _____ Total ____
    - ✓ Maths: No. who like it best: Girls_____ Boys _____ Total ____
    - ✓ G Paper: No. who like it best: Girls_____ Boys _____ Total ____

3. Indicate the numbers of learners you consider to be (so far) good in the following subjects:
    - ✓ English: No. who are good in it: Girls_____ Boys _____ Total _____
    - ✓ Ndebele: No. who are good in it: Girls_____ Boys ____ Total _____
    - ✓ Shona: No. who are good in it: Girls_____ Boys _____ Total ____
    - ✓ Maths: No. who are good in it: Girls_____ Boys _____ Total ____
    - ✓ G Paper: No. who are good in it: Girls_____ Boys _____ Total _____

4. Indicate numbers of learners you consider to be (so far) poor in the following subjects:
    - ✓ English: No. who are poor in it: Girls____ Boys ____ Total _____
    - ✓ Ndebele: No. who are poor in it: Girls____ Boys _____ Total _____
    - ✓ Shona: No. who are poor in it: Girls_____ Boys ____ Total _____
    - ✓ Maths: No. who are poor in it: Girls_____ Boys _____ Total ____
    - ✓ G Paper: No. who are poor in it: Girls_____ Boys ____ Total ____

5. How many of your learners say they enjoy the following? (*More than one choice should be accepted*)
    - ✓ Sports: Girls _____ Boys _____ Total _____
    - ✓ Music: Girls _____ Boys _____ Total _____
    - ✓ Cooking: Girls _____ Boys _____ Total _____
    - ✓ Art & Crafts: Girls _____ Boys _____ Total _____
    - ✓ Solving problems: Girls _____ Boys _____ Total _____

✓ Story telling: Girls _____ Boys _____ Total _____
✓ Working alone: Girls _____ Boys _____ Total _____
✓ Working in a group: Girls _____ Boys _____ Total _____

6. Check to see if age is a big issue in your class. Try the following *(if it is too confusing, don't worry. Just do as much as you can and just use your common sense to respond to the last question on whether or not you feel age difference is a major issue in your class)*:

    ✓ Average age (nearest year):   Girls ____ Boys ___ Overall _____
    ✓ In what year were learners of the average age born? Girls _____ Boys _____ Overall _____
    ✓ No. born in that year: Girls _____ Boys _____ Overall _____
    ✓ What % was born that year? Girls _____ Boys ___ Overall _____
    ✓ Were most learners born that year (Yes/No)?: Girls ____ Boys ____ Overall _____
    ✓ How many were born in the period: from one year before the average year, to one year after: Girls _____ Boys _____ Overall _____
    ✓ What % was born in that period?:   Girls ____ Boys ____ Overall _____
    ✓ Do you feel age difference is a major issue in your class (indicate Yes/No)
       Among girls ____ Among boys ____ In the class as a whole_____?

7. Go back, if need be, to the section on Catering for children with various learning difficulties or physical disabilities in Unit 2. Indicate below, numbers of learners in your class who have a special need (if any). Specify the special need first, and then indicate the numbers affected:

      Special need _____ Girls _____ Boys _____ Total _____
      Special need _____ Girls _____ Boys _____ Total _____
      Special need _____ Girls _____ Boys _____ Total _____
      Special need _____ Girls _____ Boys _____ Total _____

8. Based on the information you collected/provided in 1-7 above, what are the main differences you have noted between the girls and boys in your class?

9. Based on 1-8 above, in which aspects (ability, age, interests etc.) are learner differences **most** pronounced (i.e. aspects where learner differences biggest)?

10. In which aspects are learner differences **least** pronounced (i.e. aspects in which learners differences are smallest)?

11. Do you think it is important to be aware of learner differences in your class (Yes/No)? _____

   Explain your response below:

12. What type of teaching/learning approaches do you think are most appropriate for effectively taking catering for learner differences in YOUR ZALP CLASS? *(Choose one of the two options below)*. Is it **mostly**:
   - Teacher centred approaches? (Yes/No) _____
     Explain _____

   - Learner friendly/Learner centred approaches? (Yes/No) _____
     Explain _____

Hopefully you are now more aware of the nature and extent of learner differences in your class. Now let us look at ways of effectively catering for them in such a way that fast, deep and effective learning (i.e. Accelerated Learning) can take place. Here are some suggestions:

The activity you have just completed (Activity 8, above) is very important for raising/enhancing your awareness of the specific learner differences pertaining to your class. Without such awareness, one cannot be adequately sensitive to the differences. And if you are not, you cannot effectively cater for them.

Awareness of, and sensitivity to your class's learner differences is critical. Otherwise you run the risk of teaching as though your class was composed of learners who are similar in every way, and who are perfectly suited to one teaching style. For example, the 'chalk-and-talk', lecture type approach used by many teachers tends to favour verbal oriented learners mostly, especially if it is not enriched by the use of pictures, diagrams etc.

Possible ways of catering for learner differences follow:

Catering for different learning styles

Briefly go back to the sub-section above on learning styles. Also look at Key Elements for a **successful** Accelerated Learning Environment in Section 8.3 in the Appendix, especially on Variety that Appeals to all Learning Styles.

To cater for the different **learning styles**, experts recommend using a wide variety of teaching/learning options. Some examples follow.

- o **Using music** (will appeal mostly to learners who prefer an **aural learning style**) :

    - Example in **Language** teaching/learning: playing a song for learners and asking them to wave a hand each time they hear a given part of speech (e.g. a verb).

    - Example in **Mathematics** teaching/learning: reinforcing number addition facts through one learner thinking of a number (e.g. 10) and beating a drum that number of times; a second learner does the same with a number of her/his choice (e.g. 4); a third learner has to beat a drum the number of times representing the correct answer to adding the first two numbers (in this case 14 times). The rest of the class must be recording the numbers, and must say whether or not the answer is correct.

- o **Using, touch, feeling and handling** objects, as well as (if possible) **drawing** them, will mostly appeal to a **physical learning style** and also to those that prefer a **visual learning style** if drawing is involved:

  - Example in **Science** teaching/learning: learners handle plants they are studying, and also draw them.
  - Example in **Mathematics**: learners learn addition with carrying through actually manipulating sticks (some in bundles of ten and others loose); they also (later) model such addition using diagrams showing loose sticks and sticks in bundles of ten.

- o Using g**roup work** in any subject will appeal most to **social learners,** while individual assignments (e.g. class work done individually) will be mostly preferred by **solitary** learners.

- o **Role playing** will mostly appeal to learners with **verbal and/or social learning styles;** including music in the role play will widen the appeal to include aural oriented learners:
  - Example in **Languages**: learners plan for, and do a role play depicting scenario where a boy decides to get tested for HIV, discovers he is HIV positive and is agonizes over his next course of action.
  - Example in **Mathematics**: learners role play a buying and selling scene involving change. (There should be exchange of money (using, for example, labelled pieces of paper for paper notes and bottle tops for coins).

UNIT 3: ACTIVITY 9

1. **For each of the 7 learning styles listed in this Unit in Section 3 above, come up with one example of how you could cater for it. Please make sure each of the 4 subjects—Ndebele, Shona, Mathematics, English, and General Paper is used at least once in your examples:**

LEARNING STYLE	EXAMPLE
Visual	
Physical	

Aural	
Verbal	
Logical	
Social	
Solitary	

2. **Suggest how you could use dance, miming or art in your teaching/learning by giving one example in each case. Also indicate what learning styles each one would appeal to? Discuss your responses with other ZALP teachers**

	Example of how it could be used	Learning styles to which it appeals
Dance		
Miming		
Art		
Games		

In every class learners tend to differ in ability in each subject. Thus it is quite common for a learner to be very good in one subject, but very poor in another.

UNIT 3: Activity 10

1. **Go back to Activity 8 Items 2 - 4 above. To what extent are ability differences a major issue in your ZALP class, subject by subject? Indicate in the in the spaces in the 2nd column below, using:**
   - **BI (for Big Issue)**
   - **FBI (for Fairly Big Issue)**
   - **NBI (for Not a Big Issue)**
2. **For the subjects against which you have indicated BI (i.e. "Big Issue"), is there something you are doing in your ZALP class about the issue? If not, in the appropriate space in the 3rd column below, indicate "Doing nothing". Otherwise explain briefly (in that column and in the appropriate space) what you are doing.**

SUBJECT	Indicate BI, FBI, or NBI	What you are doing, if ability difference is a big issue (BI)?
Shona or Ndebele (Delete one)		
Mathematics		
English		
General Paper		

Now let us look at some suggestions on what could be done, in a situation where your ZALP class has a big problem in terms of learner differences in ability. There are no easy solutions. So it should not surprise you if what you are already doing works a lot better for you than the suggestions which follow:

a) Use data (e.g. from tests (including the placement test), and homework, class work) and your observations in the teaching/learning process to determine, subject by subject, which learners are excelling; which ones are struggling; and which ones are in between.

b) Form groups based on the three categories suggested above **for EACH subject**, e.g. Category A composed of excelling learners; Category B made up of learners performing at the average level; and Category C composed of struggling learners. Each of these three categories may be split up into smaller groups, so that each group has roughly 4 - 6 learners. For example, Category A could be split up into Groups A1 with 5 learners and Group A2 with 6 learners; Categories B and C could be similarly split up. To the extent possible, there should be gender balance in group membership. It is important to monitor the situation continuously, as it may change with time. When it does, it is advisable to make the necessary adjustments for the subject in question. **Please note that subject based groups are being suggested here.**

c) Depending on such issues as the personalities in your class, the type of furniture available, classroom size etc., make a decision on whether your learners should sit in their groups all the time for a given subject, or only for some activities in that subject.

d) When planning a lesson for a subject in which there are huge learner differences in ability, it is very important to keep this issue in mind and to take it into account in the process. For example, it is advisable to:
   ✓ Include adequate and **appropriate variety** of situations/examples/ questions/tasks to catch the interest of all three categories. (Of course, you must remember that although ability levels might be similar within each category, differences in age, learning styles, interests etc. may be quite big. This should also be taken into account, as discussed above).
   ✓ Ensure that all the 3 categories cover the most essential, basic concepts and skills in a given topic. However, while learners in the C category might be engaged in tasks at the basic level (including remedial work if necessary), those in the A category might be doing more advanced, extension work on the same topic. Thus, for example: Category C learners might be focusing

on exercises on calculating the area of a rectangle, while their Category A counterparts are figuring out by themselves how to find the surface area of a rectangular prism.

It should also be possible for, for example, Level Category B learners to be doing exercises from a Grade 2 textbook while, on the same topic, Category C learners are engaged in remedial work from a Grade1 text book, and Category A learners solving problems from a Grade 3 textbook. Provision could also be made to enable individuals in Category A who are ready to do so, to move beyond the class and to start working on material from the next Level in a given subject(s)

- The teacher is advised to:
  - ✓ Engage the class as one group (i.e. use a whole class teaching/learning approach) when appropriate, e.g. at the beginning of the lesson and when introducing a new topic/concept, or when an issue affecting all groups needs to be tackled. (On such occasions, ensure to encourage participation from all categories, including for example: re-phrasing questions if need be, to encourage slower learners).
  - ✓ Monitor to group work proceedings to: encourage all learners in each group to participate and to discourage individuals from dominating.
  - ✓ Encourage groups to ask for your help when needed.
  - ✓ Spend more time supporting Category C learners, without neglecting the other groups.
  - ✓ Have extra activities ready, to ensure all groups (especially Category A groups, who might finish tasks earlier than anticipated) have something challenging to do.
  - ✓ Where appropriate, make provision for presentations to the whole class by group representatives (E.g. presentations of group findings on an investigation, or a solution to a problem)
  - ✓ Occasionally form mixed ability groups when appropriate, to provide an opportunity for faster learners to work together with, and help their slower counterparts. (Monitor the proceedings and provide guidance to foster a cooperative, collaborative spirit within the groups. This is important not only for Accelerated Learning (as discussed earlier), but also for character development).

See also Section 8. 5 in the Appendix, on Grouping

UNIT 3: ACTIVITY 11

Review the suggestions given above, on catering for ability differences.

1. Do you think the suggestions are, on the whole, worth trying with your ZALP class? (Yes/No) _____
   If not, why not?

2. What challenges do you foresee in implementing any of the suggestions?

3. Make suggestions for overcoming, to the best of your ability, each of the challenges you have identified.

4. Do you have alternative/additional suggestions for dealing with the problem of ability differences? If so, what are they?

Catering for age differences

If age differences are a major issue in your ZALP class (see Activity 8 Item 6, above), you might want to try some of the following suggestions:

- ✓ The older learners who are good in a particular subject, and are willing and interested could be given an opportunity to lead in the subject groups they belong to, including keeping order and encouraging maximum participation by all members.

- ✓ The fact that the older learners are likely to have more experience in life could be used to advantage to enrich the teaching/learning process, e.g.:
  - You could arrange for some of them to give small presentations on specific issues pertaining to local history (e.g. in a Social Studies lesson).
  - Those with the appropriate personality and aptitude could be asked to mentor younger learners, under your guidance.

UNIT 3: ACTIVITY 12

Review the above suggestions for catering for age differences. Assuming age difference is a problem in your ZALP class:

1. To what extent do you think the suggestions make sense in your situation? (Yes/No) _____

   Answer either Question 2 or Question 3 below:

2. If your answer to 1. Was "Yes", what challenges do you foresee in implementing the challenges, and what are your suggestions for overcoming the challenges?

   Challenges foreseen:

   Suggestions for overcoming challenges:

3. If your answer to Question 1 was "No", list (below) alternative suggestions that you think are likely to work in your situation:

Catering for differences related to special needs (See section dealing with various learning difficulties or physical disabilities in UNIT 2)

Catering for gender related differences (See section dealing with girls' education in UNIT 2)

UNIT 4: LEARNER RE-INTEGRATION

BASIC CHILD COUNSELLING SKILLS FOR ZALP TEACHERS

The ZALP teacher must also be a Child Counsellor. Teachers who have good relationships with learners are frequently required to offer some sort of guidance and/or counselling.

A good teacher/counsellor is always recognised by learners because such teachers have <u>integrity</u> and are <u>trusted</u>. Every school has one or two teachers with these outstanding qualities. They are respected and trusted because they do not gossip, they are mature and they are known to care about all children.

A teacher who is asked or approached to counsel a child must have the absolute trust of the learner requiring counselling. Such a teacher/counsellor is also required to respect the confidential nature of the information which is discussed. This is a pre-requisite for a teacher/counsellor. Such teachers are <u>trustworthy</u> and never <u>betray confidential information</u>, without the <u>consent</u> or <u>agreement</u> of the learner involved.

An ALP teacher who decides to become involved in counselling ZALP learners should recognise the need to have the following qualities:

Some Important Qualities of a Good Teacher/Counsellor

- Integrity and trust worthiness

- Empathy and the ability to listen without judgement or interruption.

- Modest and the humility to recognise their own short-comings in dealing with a learner who has serious issues which require expert assistance.

- Great patience and kindness. Such teachers do not raise their voices, shout, humiliate or punish learners unnecessarily.

- Genuine respect for learners, their parents or guardians as well as for the need to refrain from making judgements.

- Enthusiasm for teaching and learning and great interest in new methods of reaching out to learners using creative methods to help foster understanding and skills development.

- Create a positive and happy classroom atmosphere which is welcoming, friendly and enjoyable.

- Engage with the learners using a variety of teaching/learning styles so that the learners

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> look forward to each school day with a sense of curiosity and expectation
>
> • Encourage the learners to question, think about, explore, reflect and share their ideas and be interested in their ideas and thoughts
>
> • Build learner confidence by arranging for learners to experience success so that they experience good feelings of accomplishment.
>
> • Provide a warm, friendly and humorous learning environment. **It is always possible to hear laughter coming from the classrooms where teachers and learners enjoy learning together.**

UNIT 4: ACTIVITY 1

Working with at least one other ZALP teacher, discuss some of the difficulties that you have encountered whilst trying to help children who approach you and request the conversation to be confidential. Give some examples of your experiences. What further training do you think you need to undertake this additional role?

CONTINUOUS ASSESSMENT AND KEEPING APPROPRIATE RECORDS

Continuous Assessment relies on a selected set of methods which are used regularly to assess/verify the progress made by learners. These methods include:

- Normal assessments. Teachers conduct routine lesson assessments in the form of weekly or termly class tests as a regular means of monitoring learners' academic and social progress. Records are kept of test results and progress is noted

- The cumulative results of tests contribute to the overall grading of each learner. Teachers normally devise methods of recording actual scores as well as recording observations about learner progress and social behaviour.

- Teachers use these recorded methods to decide when each learner is ready to progress to the next level.

- With regard to the tests used to decide when the learner is ready to re-integrate into the normal school classroom, teachers will usually counsel the learner to gage the readiness and the confidence of the learner to move back into the formal school.

- The tests used to identify learner progress are usually focused on assessing proficiency in specific skills. For example: subtraction, division, use of nouns or comprehension. In addition, other specially designed questions require the learners to demonstrate that they are able to apply their knowledge by working out problems or by having to answer specific questions rather than by selecting one answer from multiple choice answers.

- Whilst continuous assessment relies on obtaining certain correct answers to questions, teachers are also required to use their own judgement and perception in assessing how learners interact with knowledge and how learners develop additional intellectual, moral, social and practical skills. This process is subjective. Teachers need to be aware of this subjectivity.

IDENTIFYING LEARNERS WHO ARE READY FOR REINTEGRATION

Learners who constantly complete their learning tasks and maintain high marks for tests should be assessed for reintegration into appropriate grade in the formal school. The identification of these prospective learners should focus on the following:

- The Learner is studying at the appropriate level for the age of the grade. This means that the learner to be reintegrated meets the age for Grade level which is specified by MoPSE as a guide to the placement of learners.

- The ZALP learner should be given the opportunity to write the formal class tests organised for mainstream learners and if the ZALP learner's scores are comparable or superior to the test scores of learners in the formal school classes, ZALP learners should be assisted in moving over to the formal school.

- The reading attainment levels of ZALP learners should compare favourably with the reading attainments of their formal school counterparts.

- Assistance with the payment of formal school fees and levies should be arranged and school uniforms should be made available.

- ZALP teachers should decide whether the prospective ZALP Learners have the motivation and confidence to return to mainstream schooling.

UNIT 4: ACTIVITY 2

1. Reflection: What additional methods of identifying ZALP learners' readiness should be recommended? Will ZALP learners find formal schooling difficult to adjust to after the comparable freedom to learn in a variety of ways preferred in the ZALP classes? Will ZALP Learners be able to adjust?

2. Working with at least one other ZALP teacher, discuss the following questions:

   a) Will ZALP learners adjust to formal classroom learning situations when they transfer into the mainstream schooling?

   b) Would it have been better for ZALP teaching/learning to focus on using the same methods used in formal school classes?

   c) Would using the same formal methods help the learner to reintegrate more rapidly? Discuss

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FACILITATING ADMINISTRATIVE PROCESSES FOR REINTEGRATION

- Learners who become eligible should be reintegrated into the mainstream education system after being prepared for reintegration. This reintegration should be recognised and celebrated by the school in the form of a welcoming school assembly and a welcome into the designated classroom.

- The ZALP learners reports, test scores, work books, other assignments together with the personal comments of the ZALP teacher should be handed over to the receiving classroom teacher. The ZALP teacher and receiving classroom teacher should discuss each ZALP learner and agree

to keep in regular contact to ensure the continued progress of the reintegrated ZALP learner.

- Every attempt must be made to ensure that the ZALP learner can comply with all the required school regulations including the payment of fees and levies.

- The successful ZALP learner should also have a school uniform so that the integration is not humiliating.

- ZALP learners should continue to interact with the former ZALP teachers and former ZALP classmates. This will happen regularly through sporting, cultural and other school events.

PREPARING IDENTIFIED LEARNERS FOR REINTEGRATION

- Learners who have been successful in "catching up" to the point they will be integrated into the formal school must be considered as extremely successful learners and should receive a <u>ZALP Certificate of Merit</u>.

- Successful ZALP learners, with the support of the school and the community should be able to join the formal school class with the requisite uniform, note books and other necessary items.

- Arrangements must be made through the Head Teacher, SDC/SDA, BEAM and parents or guardians to ensure that the school fees and levies are available. If fees and levies are not available, the Head of the School, working with the SDC/SDA, should make a number of scholarship places available.

- Former ZALP learners who succeed in rejoining formal classes still require counselling and support. Therefore arrangements must be made for a support group to be on hand to encourage and ensure that former ZALP learners remain at school.

- The support group could consist of volunteers from the community working with the school head, class teacher and former ZALP teachers. This would ensure that successful ZALP learners continue to have sufficient food, uniforms, sanitary protection and a safe place to sit and do their homework. These voluntary support groups can be trained to counsel and support reintegrated learners.

- Arrangements to encourage reintegrated ZALP learners to give talks about their efforts to conquer challenges and work hard to achieve a second-chance education opportunity should be arranged during school and community gatherings and during other important community or school events.

UNIT 4: ACTIVITY 3

Working with at least one other ZALP teacher, discuss ways of ensuring the success of ZALP learners. The teachers in the group should develop a community model which will ensure that all school-aged children and children who have dropped out of school are re-admitted to various community supported, school supported education programmes.

Draw a diagram indicating how each community group should interact to ensure Education For All.

ENCOURAGING LEARNERS BY WAVING FEES WHERE POSSIBLE

The importance of ensuring that every Child has access to education and completion of basic education is the responsibility of society. At the school and community levels, it is important for schools to arrange for scholarship fund raising committees and/or to arrange for well-wishers to contribute scholarships so that all the children zoned for the school are able to attend and complete basic education.

Each school should form a scholarship fund raising Committee to make sure that disadvantaged children can have access to second chance education opportunities.

UNIT 5: LEARNER MOTIVATION

As discussed, it is important for schools and communities to set up scholarship fund raising committees to assist children whose parents/guardians are unable to pay school fees or levies.

In order to encourage the commitment of parents and guardians to keep their children at school, it is important to make sure that they attend school meetings and school seminars which are arranged to promote awareness of the CRC and EFA. A series of important local guest speakers should be used to pass on these important messages.

Learners can play an important role in motivating each other. Efforts should be made to facilitate talks by successful ZALP learners. They should also be encouraged to become role models where possible. ZALP learners who can speak positively about their experiences should be given an opportunity to share with other learners. Learners who are reintegrated can also speak with others to encourage them to work hard. Peer support groups can be an effective way to build strong learner relations

Once again, the Child Friendly school and the Child Friendly classroom where all learners are respected, rewarded and encouraged gives disadvantaged learners the best opportunity of becoming confident.

5.1 EVALUATION OF HANDBOOK

You are kindly requested to provide feedback on:

- Each section of the draft handbook
- The draft handbook as a whole

You are advised to complete the evaluation for each section as soon as possible after completing it. You may complete the evaluation of the draft handbook as whole, when you have finished going through it. Please use the forms provided below for the evaluation.

Please remember that the handbook is still a draft at this stage. Your feedback is VERY IMPORTANT in efforts to improve the handbook and in making it a more usable and useful tool for the ZALP teacher. We urge that you take the evaluation seriously.

SECTION BY SECTION EVALUATION

BACKGROUND TO THE ACCELERATED LEARNING PROGRAMME
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

4.0 HANDBOOK'S PURPOSE, AIMS AND OBJECTIVES

a) What did you find the most useful/interesting in this Section?

b) Was there anything you felt should have been included but is missing? Explain.

c) Please list what you found to be unclear/confusing in this section

d) If you have any suggestions for improving the section, list them below

5.HOW TO USE THE HANDBOOK

a) What did you find the most useful/interesting in this Section?

b) Was there anything you felt should have been included but is missing? Explain.

c) Please list what you found to be unclear/confusing in this section

d) If you have any suggestions for improving the section, list them below

6.0 STRATEGY OUTLINE

a) What did you find the most useful/interesting in this Section?

b) Was there anything you felt should have been included but is missing? Explain.

c) Please list what you found to be unclear/confusing in this section

d) If you have any suggestions for improving the section, list them below

UNIT 1: PLACEMENT
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

UNIT 2: CREATING A CONDUCIVE, INCLUSIVE ENVIRONMENT
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

ⁱi Reference: UNESCO Bangkok (2006): Positive discipline in the inclusive, learner friendly classroom: a guide for teachers and educators. Booklet 1 pages 25-26.
ii (Adapted from "Learner-Centred Assessment on College Campuses" by Huba and Freed 2000)
iii http://www.learndash.com/7-major-learning-styles-which-one-is-you/

UNIT 3: USE OF APPROPRIATE TEACHING/LEARNING
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

UNIT 4: LEARNER REINTEGRATION
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

UNIT 5: LEARNER MOTIVATION
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

APPENDIX
a) What did you find the most useful/interesting in this Section?
b) Was there anything you felt should have been included but is missing? Explain.
c) Please list what you found to be unclear/confusing in this section
d) If you have any suggestions for improving the section, list them below

APPENDIX

8.1 CHILD RIGHTS

APPENDIX 2

CHILD RIGHTS
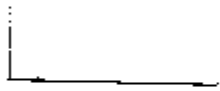
All children have the right to the love
and care of the family

All children are equal

Children have the right to adequate and
Healthy food shelter and clothes

All the children have the right to health care

All children have the right to go to school

All children have the right to play

Children's Rights

No child should have to engage in exploitative,
Or hazardous work

No child should be abused at home or
School or by the community

No child should be a victim of violence
or involved in war

No child should be sexually abused or sexually exploited

Children can express their own opinions

Children can meet with any responsible people
they like

Children's Rights

Children have the right to correct information

Children without families need special care from the community

Refugee children need special attention from The responsible parties

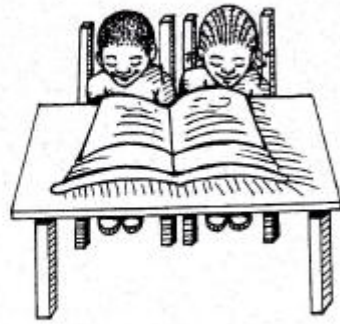Priority should be given to children with disabilities

Priority should be given to children in conflict with the law

8.2 LEARNER-CENTRED TEACHING/LEARNING

Teaching and learning requirements have been changing over time; students increasingly want to experience purposive, transferable and most importantly, relevant education. Students want to know why they are learning something and how it is useful and relevant to their lives. Learning must therefore be contextual, and must be "influenced by environmental factors, including culture, technology, and instructional practices."[1] There is a general shift towards learner-centred teaching and learning, because students contribute to the overall learning process, forcing knowledge transfer in the classroom to no longer be a one way affair from teacher to student.

Research has shown that the traditional "lecture style" (or "chalk and talk" teaching!) method of teaching is not the most effective way of getting students to learn. There is a greater recognition that the student is at the centre of the teaching process, hence the need for a shift from traditional teacher-centred to learner-centred teaching. In learner-centred teaching students' needs are the priority and the teacher must be cognizant of the uniqueness of each learner, and give a voice to all learners. Each learner is an individual with "unique interests, experiences, and abilities, and therefore requires differentiated learning."

Learner-centred teaching is particularly important when teaching learners who have dropped out of the formal system. They may have self-esteem or other psychological issues that are a barrier to them learning effectively. It is therefore important for teachers to first build on what students *already know* and make sure they feel safe and secure in the learning process. This will help learners feel comfortable and confident as they move forward with the next phase of their education.

WHAT IS LEARNER-CENTRED TEACHING AND LEARNING?

Learner-centred teaching is about "seeing the learner as a decision maker in the learning process, building relationships for open communication, inviting participation by learners in goal setting, through needs assessment, honouring cultural perspectives, and realizing the accountability of the teacher to the learners."[2] The approach "challenges students to become active agents in their learning. Students must face complex problems in order to acquire new knowledge and skills, while also developing new ways of thinking and acting. Learner-centred teaching challenges instructors to release some of their control

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[1] American Psychological Association, 1997

[2] Vella, Jane Kathryn and Jane Vella (2002).Learning to Listen, Learning to Teach. San Francisco, CA: Wiley, John & Sons.

over the class and what happens. They must care about more than just content; treat student errors as learning opportunities; and change their role from distributors of knowledge to facilitators of learning

Learner-centred teaching challenges both students and instructors."[3]

THE ACCELERATED LEARNING (AL) METHODOLOGY

<div style="border:2px solid maroon; padding:1em;">

Key Principles for a Learner-Centred Approach to Accelerated Teaching and Learning.

- Learning has to **stimulate student interest**, as well as prompt them to want to learn more about the subject being taught. *How? Use visual aids; use examples learners are familiar with; ask learners what they are interested in.*

- The teacher has to **facilitate the learning process**. *How? Pose questions; allow students to understand concepts in different ways; encourage learners to question information.*

- **Make assessments more reflective and involve the students**. *How? Give assessment instructions with assignments; make sure learners are involved with assessment; conduct peer/self-assessments; make sure there's a purpose to each assessment.*

- Play an **affirmative role**, encouraging your learners to aim higher, promote independent learning. *How? Encourage students to express their feelings; create space for students to share their experiences and contribute to learning process.*

- **Use different learning, feedback and assessment methods** because students have different ways of learning, and some students do not test well. *How? Group work; reflective thinking; music and art; games; project-based learning.*

- Don't be afraid to **give the learner more power** in their learning experience. With power comes responsibility, and you can help students realize they are as responsible for their learning as you are. *How? Use teaching methods that do not discriminate students , but include everyone in the learning process; encourage students to support each other's learning process; encourage students to reflect on the learning process, not just on the content.*

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[3] Tim Brackenbury, A qualitative examination of connections between learner-centred teaching and past significant learning experiences, *Journal of the Scholarship of Teaching and Learning*, Vol. 12, No. 4, December 2012, pp. 12 – 28.

WHAT IS ACCELERATED LEARNING?

Accelerated learning (A.L.) is the most advanced teaching and learning method in use today. It's a total system for speeding and enhancing both the design process and the learning processes. **Based on the latest brain research, it has proven again and again to increase learning effectiveness while saving time and money in the process.**

Many of today's leading organizations and educational institutions are benefiting from the power of accelerated learning.

What makes accelerated learning so effective is that it's based on the way we all naturally learn.

A.L. unlocks much of our potential for learning that has been left largely untapped by most conventional learning methods. It does this by actively involving the whole person, using physical activity, creativity, music, images, colour, and other methods designed to get people deeply involved in their own learning.

Key Elements for a SUCCESSFUL Accelerated Learning Environment:

For accelerated learning to occur effectively, it is critical for learners to be in a supportive learning environment. According to the Centre for Accelerated Learning[1]*, the elements for a successful accelerated learning environment should include the following:*

- **A Positive Learning Environment**
  People learn best in a positive physical, emotional, and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest, and enjoyment is essential for optimizing human learning.

- **Total Learner Involvement**
  People learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but a participatory one. Knowledge is not something a learner passively absorbs, but something a learner actively creates. Thus AL tends to be more activity-based rather than materials-based or presentations-based.

- **Collaboration among Learners**
  People generally learn best in an environment of collaboration. All good learning tends to be social. Whereas traditional learning emphasizes competition between isolated individuals, AL emphasizes collaboration between learners in a learning community.

- **Variety that Appeals to All Learning Styles**
  People learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their preferred learning style. Rather than thinking of a learning program as a one dimensional, AL thinks of it as a results-driven, learner-centred mixture of learning styles.

- **Contextual Learning**
  People learn best in context. Facts and skills learned in isolation are hard to absorb and quick to evaporate. The best learning comes from doing the work itself in a continual process of "real-world" immersion, feedback, reflection, evaluation, and re-immersion.

1. Learning Involves the Whole Mind and Body. Learning is not all merely "head" learning (conscious, rational, "left-brained," and verbal) but involves the whole body/mind with all its emotions, senses, and receptors.

2. Learning is Creation, Not Consumption. Knowledge is not something a learner absorbs, but something a learner creates. Learning happens when a learner integrates new knowledge and skill into his or her existing structure of self. Learning is literally a matter of creating new meanings, new neural networks, and new patterns of electro/chemical interactions within one's total brain/body system.

3. Collaboration Aids Learning. All good learning has a social base. We often learn more by interacting with peers than we learn by any other means. Competition between learners slows learning. Cooperation among learners speeds it. A genuine learning community is always better for learning than a collection of isolated individuals.

4. Learning Takes Place on Many Levels Simultaneously. Learning is not a matter of absorbing one little thing at a time in linear fashion, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and paraconscious, mental and physical) and uses all the receptors and senses and paths it can into a person's total brain/body system. The brain, after all, is not a sequential, but a parallel processor and thrives when it is challenged to do many things at once.

5. Learning Comes From Doing the Work Itself (With Feedback). People learn best in context. Things learned in isolation are hard to remember and quick to evaporate. We learn how to swim by swimming, how to manage by managing, how to sing by singing, how to sell by selling, and how to care for customers by caring for customers. The real and the concrete are far better teachers than the hypothetical and the abstract - provided there is time for total immersion, feedback, reflection, and re-immersion.

6. Positive Emotions Greatly Improve Learning. Feelings determine both the quality and quantity of one's learning. Negative feelings inhibit learning. Positive feelings accelerate it. Learning that is stressful, painful, and dreary can't hold a candle to learning that is joyful, relaxed, and engaging.

7. The Image Brain Absorbs Information Instantly and Automatically. The human nervous system is more of an image processor than a word processor. Concrete images are much easier to grasp and retain than are verbal abstractions. Translating verbal abstractions into concrete images of all kinds will make those verbal abstractions faster to learn and easier to remember.

Ten Traits of a Great Teacher

By Theresa A. Thomas

We have all had good teachers and bad ones. What makes us scurry quickly from the latter and flock to the former? I believe it is just a few characteristics or traits that just about anybody can develop. Surprisingly, these traits have nothing to do with academic credentials, intellect or measurable knowledge. What's more, it's not just classroom teachers who find success and the ability to relate to others when they develop these traits. Parents, coaches, employees, in short, anyone who needs to convey information to another can benefit from developing these qualities. If a person can develop just a few of these he can become a Great Teacher. If someone can develop them all, there is no telling who or what that person can inspire. Although this list is certainly not all-inclusive, it helps one to understand what is expected of a great teacher.

1. **Great Teachers Are Humble**.

   Great teachers speak simply. They don't need to impress with their knowledge. They are comfortable with what they know and eager to learn what they do not. They do not puff. As the tongue twisting adage goes, "He who knows not and knows he knows not is a wise man. He who knows not and knows not he knows not is a fool." Great teachers are modest about their knowledge. Or as succinctly put by Saint Paul in 1 Corinthians 8:2, "If anyone supposes that he knows anything, he has not yet known as he ought to know."

   If a Great Teacher is asked a question to which he does not know the answer, he promises to find out, and then does. He knows he is not the only one able to facilitate learning. He is grateful for the opportunity to help just one person gain knowledge. Great Teachers want their learners to learn; even to surpass them in knowledge. Great Teachers are never arrogant.

2. **Great Teachers Are Patient**

   What is patience? It is the bearing of misfortune, difficulty, and annoyances without complaining, losing one's temper or showing irritation. Great Teachers are patient with their learners, no matter how many mistakes the learner makes or how many times the teacher needs to explain. The wonderful thing about practicing patience is that it benefits the one practicing it as much or more as the one it is practiced upon. Being patient is indicative of self-restraint and discipline and demonstrates a quality in a teacher that will likely be emulated in the learner.

3. **Great Teachers Are Kind and Show Respect**.

Great teachers recognize the value and worth of each person. They try to understand their learner and his perspective. They have empathy and not sympathy. They try to 'get into' the other fellow's shoes and 'walk a few miles'. Great Teachers esteem their learners as valuable, even if they are much different than themselves, less educated or in a lower position. They recognize that they too were once in the place of apprentice. Bad teachers demand respect. Great teachers treat their learners with respect and thus earn the respect of them as well.

4. **Great Teachers Have Enthusiasm for Their Subject Matter**.

Great teachers *enjoy* talking about what they teach. Whether they have one year or ten years' experience, great teachers show eagerness and excitement when they approach their topics. They speak with enthusiasm, even wonder.

5. **Great Teachers Show Not Tell**.

Great teachers may explain a concept but they demonstrate it too. They look for ways to bring examples in the classroom, board room, and studio or basketball court. When they are not able to bring in examples they draw pictures or diagrams. They think of other creative ways to express knowledge and aid in their learners' understanding.

6. **Great Teachers Learn from Their Learners**.

Great Teachers know they do not know everything. Part of what makes them great teachers is that they too are willing to learn. They are not threatened by a learner's thoughtful question or outstanding aptitude. They do not take it personally when a learner asks 'why', wants more information or challenges a fact. They know that real learning occurs when people question, think and make a subject their own. They know they are encouraging learning for a lifetime, not just for a semester grade, one athletic event or one company presentation. Great Teachers are life-long learners themselves. They gain knowledge and wisdom from those they teach.

7. **Great Teachers Are Positive; Great Teachers Smile**

Great Teachers believe in themselves. They believe in others. They look for the best in both and their attitude reflects it. They are positive, not negative. Great Teachers also smile.

Mr. Harekrushna Behera, Unchahar, a teacher and personal tutor wrote in *Teacher, Do You Smile*? "(A) smile is the expression of love. It's the magnet, which pulls all towards it…Everybody wants a smile… A teacher touches the heart of a learner through the magnetic touch of smile. (A) smile creates confidence … (and learning) happens only when learners start liking…the teacher.   .."

Smiling offers many benefits. It makes one look more attractive. It can alter one's mood. Scientists speculate it can relieve stress and possibly boost the immune system. But one really good reason for a teacher to smile is that it is contagious and conveys a message of personal bonding and encouragement. This facilitates just the right learning environment for most people. This is why Great Teachers smile.

8. **Great Teachers Engage their Learners**.

Great Teachers know that knowledge is not like a liquid to be poured into one's mind. Obtaining knowledge and understanding is an active not passive process. Great Teachers stimulate creativity. They are excellent communicators. They tell stories. They listen. They maintain eye contact. They don't just lecture or throw facts at their pupils. Great Teachers engage their learners.

9. **Great Teachers Have High Expectations.**

Great Teachers don't believe that learning is only for a select few. They are not elitist. They understand that God's gift of knowledge and understanding is for everyone. They recognize that while not everyone has outstanding aptitude in music, or art or golf or mathematics or financial statement preparing, that nearly everyone can learn and usually achieve much more than they originally imagine they can.

Great teachers help their learners see that they are capable. They never 'dumb down' a course but do look for ways to make complex material easier to understand out of courtesy towards their learners. Great Teachers are realistic in their expectations, but also know that expectations are often set too low for most people.

10. **Great Teachers Provide a Warm Environment and Allow Their Learners to Make Mistakes**.

Great Teachers realize that mistakes often precede great learning. Thomas Edison once said of his many failed attempts to prove something, "I am not discouraged, because every wrong attempt discarded is another step forward." Great teachers understand this too.

While teaching is a gift that comes quite naturally for some, others have to work overtime to achieve the Great Teacher status. The description sets the bar high, but it so ably captures the essence of what we should aspire to be and do for our learners.

CATERING FOR LEARNER DIFFERENCES
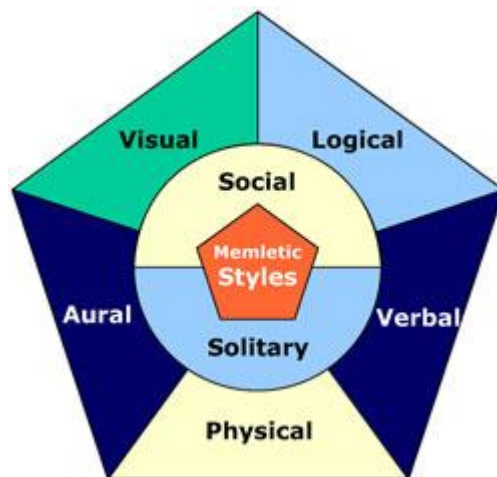
Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

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Using multiple learning styles and ï¿½multiple intelligencesï¿½ for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as bright. Those who use less favoured learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb".

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

THE SEVEN LEARNING STYLES

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.

- **Aural (auditory-musical):** You prefer using sound and music.

- **Verbal (linguistic):** You prefer using words, both in speech and writing.

- **Physical (kinaesthetic):** You prefer using your body, hands and sense of touch.

- **Logical (mathematical):** You prefer using logic, reasoning and systems.

- **Social (interpersonal):** You prefer to learn in groups or with other people.

- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

WHY LEARNING STYLES? UNDERSTAND THE BASIS OF LEARNING STYLES

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style.

For example:

- **Visual:** The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.

- **Aural:** The temporal lobes handle aural content. The right temporal lobe is especially important for music.

- **Verbal:** The temporal and frontal lobes, especially two specialized areas called Brocaï¿½s and Wernickeï¿½s areas (in the left hemisphere of these two lobes).

- **Physical:** The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement.

- **Logical:** The parietal lobes, especially the left side, drive our logical thinking.

- **Social:** The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.

- **Solitary:** The frontal and parietal lobes, and the limbic system, are also active with this style.

GROUPING

GROUP WORK

Group work is one pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it also provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience at a large campus. Some students may initially be reluctant to participate in group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual (Barkley et al., 2004; Cooper et al., 2003). Working together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Barkley et al. 2005, 16–20).

From a practical standpoint, group work also fosters interpersonal skills highly valued by employers, not to mention friends, neighbours, and family.

For instructors, group work can save some preparation time. Although preparing for effective group work does take some planning, it is less time-consuming than preparing a lecture.

It is not difficult to incorporate group activities into your lesson plan, but there are some general rules of thumb about structuring group work so that it has useful outcomes for students. Below are some basic guidelines to consider when designing a group activity, along with several kinds of group work learning techniques.

GUIDELINES FOR DESIGNING GROUP WORK

HOW TO FORM GROUPS

Small groups or learning teams can be formed in four ways: randomly, teacher-selected, by seat proximity, or student-selected. Random and teacher-selected group assignments avoid cliques and ensure that students interact with different classmates throughout the semester.

Once you know your students fairly well, teacher selection can be useful for grouping students. Consider selecting groups or pairs with varying strengths and skill levels, since research has shown that groups of problem solvers with diverse skills consistently out-perform groups of problem solvers who are highly skilled in the same way (Page, 2007, cited in Davis, 2009, p. 194).

You may also want to consider using your students' attitudes toward group work as a mechanism to help you create groups. Take a one-question survey, or add this question to the initial survey you use at the beginning of the semester:

Which of the following best describes your experience of group work?

A.   I like group work because my group helps me learn.
B.   I question the value of group work because in the past I've ended up doing all the work.
C.   I have little or no experience working in groups.
D.   I have different experience of group work than the choices above. (Please explain.)

Those who check "B" can be put into a group of their own. They might find this to be the first time they are really challenged and satisfied by group work (adapted from Byrnes and Byrnes, 2009).

GROUP SIZE AND DURATION

Group size can vary, as can the length of time that students work together. Pairing is great for thirty-second or one-minute problem solving. Groups that work together for ten to 45 minutes might be four or five people. (If there are more than four or five, some members will stop participating). Groups can be formal or informal. Informal groups may be ad-hoc dyads (where each student turns to a neighbour) or ten-minute "buzz groups" (in which three to four students discuss their reactions to a reading assignment). Formal group assignments can serve semester-long group projects.

In large groups it is useful to assign roles within each group (examples: recorder, reporter to the class, timekeeper, monitor, or facilitator). If students are not used to working in groups, establishing some discussion guidelines with the class

about respectful interaction before the first activity can foster positive and constructive communication.

It is useful to arrange the students in groups before giving them instructions for the group activity, since the physical movement in group formation tends to be distracting.

THE STRUCTURE OF GROUP WORK

Successful group work activities require a highly structured task. Make this task clear to students by writing specific instructions on the board or on a worksheet. Include in your instructions:

- The learning objective. Why are the students doing this? What will they gain from it? How does it tie into the rest of the course?
- The specific task: "Decide," "List," "Prioritize," "Solve," "Choose." ("Discuss" is too vague.)
- Structure the task to promote interdependence for creating a group product. Create an activity for which it is truly advantageous for students to work together.
- The expected product: for example, reporting back to the class; handing in a sheet of paper; distributing a list of questions to the class.
- The time allotment. Set a time limit. Err on the side of too little rather than too much. You can decide to give more time if necessary.
- The method of reporting out; that is, of sharing group results with the class. Reporting out is useful for accomplishing closure
- Closure, which is critical to the learning process. Students need to feel that the group-work activity added to their knowledge, skills, abilities, etc. Summary remarks from you can weave in the comments, products, and ideas of the students in their small groups are also an effective way to close a group-work activity.

If your group work consists of a set of short problems for students to work through, as often happens in science and mathematics courses, there are many ways to structure the activity. Here are a few ideas, with some advantages and disadvantages:

- You can **give the whole class a single problem**, break into groups to solve it, and then come back as a class and discuss the problem, either by having groups report out or by leading the discussion yourself. Then repeat. **Advantages:** You know everyone is exposed to the correct way of thinking about things, so there is good closure for each problem. **Disadvantages:** Potentially too much idle time for faster groups. This method can be very slow, so less material can be covered.
- You **can give each group a different problem**, and **have the group's report back** to the class to walk through the solutions.

Advantages: Students get some practice teaching as well as good exposure to problems and solutions.

- **Disadvantages:** Students don't get to practice as much problem solving.
- You can **give each group a different problem**, have them solve it, and then **have these groups split up and re-form** in such a way that each new group has someone experienced with each of the problems. Then they can explain the solutions to each other.
- **Advantages:** Students get a lot of practice explaining, as well as good exposure to problems.
- **Disadvantage:** Students don't get to practice on many different problems.
- You can **give the whole class a set of problems** and discuss the set of problems with each group.
- **Advantages:** Students work through more problems without significant idle time. You can address difficulties specific to each group. **Disadvantages:** You may end up repeating yourself a lot. You also may be spread too thin, especially if several groups are stuck at the same time. If this happens, call the class back together when you find that all the groups are having difficulties at the same place.

FOSTERING GROUP INTERACTION

During group work, as tempting as it may be, do not disengage from your class and sit at the front of the room! Circulate and listen to your students. Are they on task, or are they talking about their weekend plans? Are students understanding the concepts and the assignment, or are they all stuck and confused? Do they have questions for you? Pull up a chair and join each group for a while.

On implementing group work for the first time in their section, some GSIs find that the students fall awkwardly silent when the GSI walks by or listens to their discussion. This is only temporary, and it should stop once your students are familiar with you and the group-work format. Because unfamiliarity drives this reaction, it is good to implement group work very early in the semester and to use it often in your section.

When a student in a group asks you a question, the natural reflex is to answer it. That's your job, isn't it? Well, not exactly — it's lower on the list than empowering students to find answers to the questions they ask. Frequently a student asking a question hasn't discussed it with the group yet and is not aware that members of the group either know the answer or have enough information to figure it out together. So, especially early on when your class is forming group-work habits, it is important **not** to answer questions — at least not at first. Instead, ask the other group members how they would approach the question. If no one in the group has an idea, you can either give the group a start on how to answer it, consult with a different group on the question, or answer the question yourself. (The latter is best considered a last resort.) Following this pattern will foster group interactions, and soon students will

only ask you questions after they have discussed them with their group.

TIPS FOR FORMULATING PRODUCTIVE GROUP-WORK ASSIGNMENTS

One common mistake that leads to failure in group work is that the assignment is too vague. For example, if you tell your students to "discuss" a particular concept, students may make a few vague or general comments and then turn to discussing what they did over the weekend. Instead, make sure you have concrete and descriptive assignments. For example, instead of "Discuss projectile motion," try "Solve for the final velocity of the projectile." Instead of "Discuss the use of technology in the classroom," say "List the pros and cons of using clickers in the classroom."

Ask questions that have more than one answer. (This may not work for all disciplines.)

Make the material that groups will analyze short — maybe just a short paragraph or a few sentences. Present it via handout, overhead, chalkboard, or another medium that all can easily see.

If the material is longer, give concrete lines of questioning, which you display prominently or hand out. Understand that groups often take longer with longer material than their GSI anticipates which can produce frustration.

Vary the format of the tasks. For example, on one day students might generate the questions they want to analyze; on another students may give arguments or provide evidence for or against a position or theory, etc.

CONCLUSION

The contents of this Handbook should be regarded as the barest minimum that teachers/facilitators should undertake. These are mere suggestions that trainers should adapt to their respective situations. Readers will have noted that the activities proposed herein are based on research. Whatever adaptations that will be made to suit prevailing conditions should be based on sound educational research and evidence.

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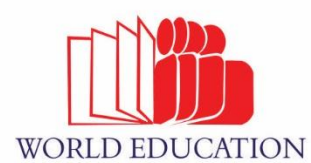
Zimbabwe
Ministry of Primary & Secondary Education

MASTER TRAINING GUIDE

Zimbabwe Accelerated Learning Programme

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Table of Contents

1. Preface

The Ministry of Primary and Secondary Education is mandated to provide state-assisted education to all who need it including out-of-school pupils of school going age as enshrined in the Constitution of Zimbabwe (2013) Chapter 4, Part 2 Section 75, the Education Act of 1987 Chapter 25:04, as amended in in 2006 and the Statutory Instrument 371 of 1998.

Since Independence in 1980, the Ministry has noted with great concern that many learners dropped out of school for various reasons. These school dropouts have always shown a desire to go back to school and continue with their education. They also wanted to they also wanted to be together with members of their cohort that they would have started school with. So a catch-up learning project called Zimbabwe Accelerated Learning Project (ZALP) was put in place. This was done with the collaboration of UNICEF, World Education Incorporated (WEI) and other implementing agents.

The aim of the project was to accelerate learning and re-integrate learners who would have dropped out of school and would have their academic progress interrupted resulting in them lagging behind their peers or cohort who would have remained in the mainstream formal education system. This process was made possible through:

- Designing compressed syllabuses
- Developing appropriate teaching and learning materials
- Training facilitators in multi-grade teaching and use of various strategies and methodologies that make accelerated teaching and learning effective.
- Dividing the Primary education Cycle into three levels into three levels

> ➢ Level 1 Grades 1-3
> ➢ Level 2 Grades 4-5 and
> ➢ Level 3 Grades 6-7

When out of school pupils return to school, they form a special group of learners that need special treatment, specialised and compressed syllabi, teaching and learning materials, in order to benefit from the school system.

The ZALP Master Training Guide sets out special arrangements that promote successful training of facilitators for accelerated teaching and learning. The guidelines are generic in nature and should be applicable to various contexts with appropriate adaptations to accommodate local situations and sensitivities. Adaptations to suit local situations should follow agreed principles that should lead to common approaches wherever the training will be conducted.

The ZALP Master Training Guide gives a background to ZALP and spells out various features of accelerated learning practices. It focuses on trained teachers who, having been exposed to aspects of multi-grade teaching during their initial training would be very comfortable with the features of

accelerated teaching and learning. The Handbook puts great emphasis on appropriate grouping of learners on the basis of their competency levels and use of learner-centred approaches. The approach takes cognisance of the fact that the learners are different and hence a variety of teaching approaches have been suggested. It needs to be noted that the "package" of accelerated strategies and methodologies is based on research findings.

It is hoped that the expertise gained through training in the use of accelerated teaching and learning strategies and methodologies will be generalised in the entire education system in Zimbabwe for the benefit of conventional learners as well.

My Ministry extends sincere thanks to UNICEF, World Education Incorporated and other Education Partners for the development of the ZALP Master Training Guide.

I sincerely hope that this Master Guide will lead to effectiveness in the capacity development of teachers involved in the education and re-integration of former out-of-school pupils.

 The ZALP Master Training Guide shall remain the property of the Ministry of Primary and Secondary Education

Dr S. J. Masango - Utete
SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

2. Background to Training Guide

The purpose of the Training Guide is to enable its users to play an effective, facilitation role in trainee centred, participatory workshops designed to enhance participants' teaching/learning effectiveness in the Zimbabwe Accelerated Learning Programme (ZALP).

3. Training guide's purpose & objectives

The purpose of the Training Guide is to enable its users to play an effective, **facilitation** role in trainee centred, participatory workshops designed to enhance participants' teaching/learning effectiveness in the Zimbabwe Accelerated Learning Programme (ZALP).

3.1 Purpose of Training Guide

The purpose of the Training Guide is to enable its users to play an effective, **facilitation** role in trainee centred, participatory workshops designed to enhance participants' teaching/learning effectiveness in the Zimbabwe Accelerated Learning Programme (ZALP).

3.2 Training Guide's objectives

To enhance ZALP Trainers:

1. **Understanding and appreciation of:**
   a) The ZALP background and context, including ZALP's origins, model and legal standing of ZALP
   b) ZALP strategies including their appropriateness
   c) A variety of appropriate methods for conducting a teacher orientation/training workshop

2. **Capacity to:**
   a) Apply the most appropriate teacher methods for each workshop session, being mindful of the need for such methods to be consistent with ZALP's recommended, learner friendly/centred teaching/learning approaches
   b) Create and maintain a conducive, inclusive, motivated teacher orientation/training workshop environment
   c) Plan for, and produce concrete outcomes from the teacher orientation/training workshops

4. General guidelines to trainers

The suggestions made in this section are of a general nature and were adapted/adopted from a 2005 UNESCO publication:

4.1 Workshop Content

Content here refers to **WHAT** the workshop will cover. Here are some suggestions in this regard:

i. As the workshop facilitator, you must have a thorough understanding and appreciation of the subject matter that you are supposed to cover in your sessions. (For ZALP training, the Accelerated Learning Programme Teacher's Handbook will be a useful resource).

ii. Your understanding of the subject matter must be sufficiently adequate to enable you to incorporate participant's views into the message you are conveying. (For example, suppose your intended message is "learner centred teaching/learning is an essential ingredient of accelerated learning"; your understanding of the concepts involved -learner centred teaching/learning and the accelerated learning- must be such that you can effectively lead a discussion in which you enable participants to analyse each other's contributions and, through your subtle guidance, reach conclusions that are in line with your message. Needless to say, you cannot expect this to happen if your session is trainer centred rather than convincingly participant centred).

iii. At the beginning of the workshop discuss with participants the workshop objectives and the programme, making clarifications and justifying where necessary. (If need be, make adjustments, as long they are warranted and do not lead to a deviation from the workshop's intended purpose).

iv. At the beginning of the session, focus participants' attention by outlining what you will cover in the session.

v. Plan to ensure sessions have a wide variety of methods to arouse and maintain participants' interest.

vi. Ensure that the session is well planned. However, allow for some flexibility to take into account participants' needs e.g. there might be need to allow participants more time to complete an activity; or you may agree to change an activity in order to accommodate participants' preferences, provided the activity's objective is not compromised.

4.2   Planning for the workshop

Ice Breakers

It is important to develop a range of ice breakers, games, songs and dances or mime to start off each day or each session.

In order to give the participants an immediate role, invite the participants to select three committees, one committee for each day of the workshop.

These committees will be available to assist the facilitators in a number of ways. For example:

Committees can:

i.   Keep time for each of the sessions.
ii.   Make sure the room is clean and ready.
iii.   Assist participants who have challenges of one kind or another.
iv.   Suggest and/or provide ice- breakers such as songs, games or other activities to create an enjoyable and inclusive working environment.

The planning involved in a training workshop must be professional and very carefully thought out ensuring that:-

i.   Workshop time-tables should be made available.
ii.   The workshop venue must be welcoming and well prepared.
iii.   The facilitators should meet to develop their own particular inclusive and friendly workshop environment.
iv.   The facilitators have the task of reflecting all of the essential qualities associated with the successful ZALP teacher.
v.   Facilitators should be friendly, and create a non-threatening environment where the participants feel comfortable enough to freely express their opinions, ideas and thoughts.
vi.   The facilitators should create an inclusive, learner friendly environment
vii.   Facilitators need to encourage participation by all participants, and explain why it is critical for everyone to do so
viii. Facilitators need to be good listeners and assist the participants to express their views.
ix.   Encouragement is necessary and the facilitator must be ready to consolidate the thoughts, ideas and opinions of the participants.
x.   The facilitator should demonstrate by example, all the attributes required by a ZALP teacher.

Ensure that the required materials are available

i. It is important for the facilitators to make sure that all the materials required for the Workshops are available.
ii. Each participant should have her/his own copy of the ZALP Teacher's Handbook.
iii. Copies of the text books in use in the primary schools where 'catch-up' classes are to be registered must be available. The ZALP teacher will use regular school text books augmented by any additional learning materials
iv. Copies of the compressed syllabuses to be used in ZALP classes must be available.
v. The participants should have the necessary stationery requirements.

Familiarity with the content: understanding the ZALP teacher's handbook

i. Facilitators need to meet before each workshop so that the various units in the ZALP Teacher's Handbook are divided amongst the facilitators. This is to make the best use of the knowledge, skills, talents and main interests of the facilitators.
ii. Each facilitator should be conversant with the teaching and learning skills advocated in the ZALP Teacher's Handbook.
iii. Familiarity with the compressed syllabuses and the curriculum content is vital to the success of the Workshop. Facilitators need to be able to explain linkages cross cutting knowledge and skills and be able to respond creatively and knowledgably to the results of group or individual work done by the participants. In this context, facilitators should be able to guide the participants to be able to identify and categorize important steps in developing knowledge, skills and learner activities.
iv. It is important for the facilitators to develop a conducive learning environment for the participants. This is vital in order to encourage the participants who will be working in large or small groups to discuss their ideas, issues, unresolved challenges, attitudes and their own classroom techniques, as these are all important in creating relate to creating learner friendly, inclusive classroom environments. (Refer regularly to Units 2 and 3 in the ZALP Teacher's Handbook.)

Organising the three day workshops

i. The Training Team needs to know what information and activities are going to be covered in each of the sessions over the three day period. This is important planning. However, it is also important to know if or when it may be necessary to change the planned Workshop Programme to meet the particular needs articulated by different school communities. The good judgment and creativity of team members may sometimes mean that the workshop programme must be changed to accommodate various challenges or specific issues raised by the participants. If this happens, it is important for the Facilitating Team to meet and discuss the new or different approaches required.
ii. Facilitators should make sure that materials and other teaching/learning aids are ready for each session.

iii.   When introducing each session, clearly state session objectives must be available. This in order to ensure that the participants understand each context. It is also important when introducing new content to relate this content to previous experiences and to link the new content to previous sessions. Continuity is important for understanding and acceptance.

iv.   The learning and teaching skills advocated in the ZALP Teacher's Handbook should be applied as fully as possible in each session.

Knowledge and skills required by the facilitators

The facilitators should be able to:

i.   Focus the attention of participants.

ii.   Make sure that the facilities are acceptable. Where classrooms are to be used make sure that there are sufficient seating arrangements and that the toilets and other necessary facilities are available.

iii.   If charts are to be used make sure that these can be displayed.

4.3   Workshop Methods

Foremost in the minds of the facilitators is the fact that professional people are being trained. These adults are already employed in important positions of trust and responsibility. At all times their professionalism needs to be respected and their knowledge and skills recognized.

With adult learners a variety of methods should be used:

i.   **Lectures** should be used when delivering particular knowledge and instructions.

ii.   **Small groups** are regularly used to allow participants to explore ideas and particular objectives.

iii.   **Games**, cultural activities, music and drama can also be used to reinforce concepts or to explore different behaviors and/or to challenge attitudes or endorse values. Many teachers are gifted dramatists, musicians, poets and writers. Make good use of these talented people.

iv.   **Role plays** help to understand particular emotions or situations and are important for assisting understanding and developing empathy.

These methods can be used to alter pace, prevent repetition or boredom and also to enliven the content and enhance understanding.

Group Work

i.   Group work is useful for most discussions because small groups encourage everyone to take part and share their experiences, knowledge and skills. It is important to try and get   a   gender balance and group participants with different backgrounds or experiences.

ii.   Always give guidance as to how the group should operate. The group leader and rapporteur should be selected. Every group member is supposed to make sure that no one person dominates the discussions.

iii.   Group work should provide a variety of ideas and different perspectives.

iv.   Group members gain confidence and learn to express themselves more fluently.

v.   Group members should help to refine ideas so that summaries are focused and clearly stated.

There are many ways of grouping for example:
 i. By counting off in five or sixes or eights
 ii. By forming groups according to a particular colour worn by some participants
 iii. Like groups are formed because of positions held. For example: Head Teachers; sports teachers; those whose favourite subjects are...

After group discussions ensure:

 i. The outcomes of all group discussions must be noted and shared.
 ii. Make sure that groups always offer rational explanations, clarifications and conclusions and, where possible, record specific questions to put to the larger group. This stimulates thinking and generates more ideas.
 iii. Group reports should be brief and to the point.
 iv. If the group wishes to report using different media such as songs, dance, drama or role play, this is excellent, provided that they explain, clarify, reach conclusions and, if possible, pose some different and challenging questions.

Brainstorming
 i. Brainstorming is used when many ideas are required. The ideas should be associated with one topic. For example: How can one use the local school environment to introduce the need to control soil erosion at a school?
 ii. If the group is too big, divide the group into two sections.
 iii. There are no right or wrong answers.
 iv. Brainstorming should be a quick process no longer than about eight minutes.
 v. Every idea is recorded.
 vi. At the end of the session ideas with merit are selected and a general discussion can follow.

Lecture
 i. This method is used when particular information which is necessary for all participants to learn is presented
 ii. A well prepared short lecture is usually sufficient followed by an activity.
 iii. Ordinary, regular language should be used. It is pointless to confound the listeners with words and technical terms which need special interpretation, explanation or the use of a dictionary. Stick to regular vocabulary words which everyone can comprehend.

Role play

    i.   Role plays should be used sparingly. It should not be the only method used to illustrate a concept or a particular situation.

    ii.   Role plays should focus on a particular concept or experience. The group doing the role play designs the scene and acts it. This is followed with a discussion. If certain characters are to be portrayed they should be discussed. The motives, emotions and actions of the 'players' should be clearly articulated and presented.

    iii.   At the end of the role play the participants should stay in their roles whilst a short discussion takes place.

4.4 Workshop Environment

Environment here refers to the workshop atmosphere. As a workshop facilitator, you should keep both the physical environment and the psychological environment as conducive as possible. Here are some suggestions:

The room used for the workshop

    i.   Organize the sitting arrangement so that there is no barrier between you and the participants. Never conduct your session sitting behind a desk, for example.

    ii.   Make an effort to arrange the room in such a way that every participant feels included. A semi-circular arrangement such as the one illustrated above, is preferred by many.

    iii.   Whatever sitting arrangement you choose, make sure that you and the participants can move around freely in the room.

    iv.   Check where the sunlight enters the room. Ensure that you do not stand directly in the path of the sunlight, or with the sun shining into the eyes of the participants (i.e. with your back to the sun). If the participants cannot see you, they will lose interest.

    v.   Conduct facilitation while standing, unless you are having an open discussion. In an open discussion where participants are sitting in a circle or semi-circle for example, it would be a good idea to be seated as part of the group.

Use of equipment and materials in the workshop

    i.   Ensure participants can see the board or any other audio-visual aids you may be using.

    ii.   Check all the equipment to be used before the session is working (e.g. power point and video equipment etc)

iii.   If power point presentation is used, avoid having more than five lines per slide. Do not read from the slide, which should highlight the main point. You should speak to those points.

iv.   If you have handouts, distribute them only **after** the presentation (otherwise participants will be busy reading during your presentation).

Laying workshop ground rules

It is very important to discuss and agree at the beginning of the workshop, on some ground rules that should be followed by all participants as well as workshop facilitators. This may be done through a brainstorming session whereby participants make suggestions, followed by a discussion to agree on a final list. The agreed list should be displayed in a prominent location, and be referred to when necessary during the course of the workshop.

The following are some suggested ground rules.

   i.   Respect punctuality.
   ii.   Give everyone space and time to express their opinion/make a contribution.
   iii.   Do not push anyone to do anything they do not want to.
   iv.   Appropriate language that is free of bias, disrespect, gender insensitivity etc.
   v.   Do not criticise or express any judgements or negative opinions about the other people - or yourself.
   vi.   Challenge the idea not the person
   vii.   Do not give advice. Advice is a form of criticism, in effect you are saying that the other person has got it wrong. Giving information is different. In this case the other person is not criticized and can do whatever they like with the information.

Workshop breaks

The average attention span for an adult is roughly 45 minutes. This does not mean you need to break every 45 minutes, but keep this in mind and, for example, change activity at strategic points during the planning stage, or during the actual session.

Breaks should last at least 20 to 30 minutes. Participants need time to mentally 'regroup' and even to discuss arising issues during the workshop.

In hot weather, always make sure water is freely available not only during breaks, but during sessions as well.

The manner in which you conduct yourself

The psychological environment in the workshop is almost entirely dependent on you, the facilitator.

   i.   Be warm, friendly and enthusiastic. Enjoy yourself and participants probably will as well.
   ii.   The facilitator should create an atmosphere where participants are enthusiastic to learn. Do not be a master, or 'know all'. If you do some participants might be tempted to 'pull you down to earth'. **Remember the participants are adults, who deserve respect for their age and experience.**

iii.   Do not use derogatory, gender insensitive, or abusive language. Treat participants as your equals. Apologise when need be.

iv.   Arrange for participants to wear name tags and, to the extent possible, use individual names in asking questions, or acknowledging contributions.

v.   Be **genuinely interested** in what participants have to say. If you need clarification or explanation, ask for it gently, with a smile. Remember the facilitator is not an examiner.

vi.   Listen to what participants say, **really listen**. Do not stop listening half way through in order to formulate a response. There is nothing wrong in taking some moments in answering a question. In fact it is a complement to the participant.

vii.   Listen carefully when participants discuss among themselves (e.g. in group activities). Many feel more comfortable opening up to colleagues rather than the trainer/facilitator.

Eye contact and voice

i.   Make frequent eye contact with each and every participant. Do not stare, as this might be intimidating to many participants.

ii.   When moving around the room, stand **beside** the contributing participant. Avoid standing in front of him/her, as this is often might be perceived as very aggressive, especially if you lean over the desk/table.

iii.   Speak clearly, not too quickly, and with expression. A dull monotone is bound to put some participants to sleep.

iv.   Speak to be understood by the participants. Avoid using fancy, complicated language. Using simple language tends to demonstrate a clear understanding of the ideas/concepts being communicated, especially if the ideas are complicated.

v.   Speak loudly enough to be heard by all participants. Humility is not judged by a low voice.

4.5   Workshop products/outcomes

Every workshop should come up with concrete outcomes or products which match, to the extent possible, the planned outcomes. Here are some suggestions for monitoring outcomes during the workshop:

Encourage participants to note down, during and after each session:

i.   the most important things gained and areas needing clarification/further exploration

ii.   start each new day by discussing participant's findings on what they gained from each session of the previous day, and areas which were and/or issues needing further clarification

iii.   Take some corrective measures that enable participants to clear each other's misconceptions.

iv.   Ensure there is a proper workshop evaluation during, and at the end of the workshop. Note suggestions made in Section 4.4 in this guide.

v.   An analytical workshop report that takes into account daily monitoring findings, as well as the evaluation results should be written. It should include lessons learnt and recommendations for making future workshops more effective.

5. ZALP teacher/facilitator training workshop suggestions

The following are suggestions for the planned workshops on training ZALP teachers/facilitators. They can be adopted or adapted as the facilitators see fit, depending on their particular circumstances. However drastic deviations from the suggested workshop's objectives, themes and methodology are not expected.

It is particularly important that the participatory, trainee friendly, and inclusive workshop approach recommended in this guide, is adhered to. Otherwise it will be very difficult to convince participants to use that approach in their own teaching (which is the main point of the orientation/training workshops).

5.1 Workshop Objectives

By the end of the workshop participants should be able to:

i.   Articulate ZALP's origins, set up, and legal standing
ii. Place learners into their most appropriate Level
iii. Create an inclusive, gender sensitive, conducive learning environment, with special consideration for girls and children with disabilities
iv. Use appropriate teaching and learning strategies for that cater for learner differences and enable accelerated learning
v.   Identify learners who are ready for reintegration and facilitate the process
vi. Motivate learners to learn

5.2 Workshop Themes

The suggested themes below are based on the contents of the ALP Teacher's Handbook, which you should refer to for more detailed information. As suggested in Section 3 above (on General Guidelines), a good, thorough understanding of the subject matter you are dealing with, is critical to your success as a facilitator.

a) Background to ZALP (including ZALP model)
b) Learner Placement
c) Creating a Conducive, Inclusive Environment
d) Use of Appropriate teaching/Learning Strategies
e) Catering for Learner Differences
f) Learner Re-Integration
g) Learner Motivation
h) Use of locally available teaching/learning materials
i) How to use the ZALP Teacher's Handbook effectively

5.3 Workshop Programme/Agenda

Dates:		Venue:	
Time:			

DAY 1

Time	Activity	Responsible person
08:30 - 08:40	Opening remarks	
08:40 - 08:50	Self-Introductions	
08 50 - 09 10	Review of Workshop Agenda (including Purpose & Objectives) and Establishing Ground Rules	
09:10 – 10:00	SESSION 1: Background [50 MIN] • **ZALP origins, set up and legal standing**	
10:00 - 10:30	HEALTH BREAK	
10:30 – 11:10	SESSION 2: Learner Placement [40 MIN] • **Type of learner expected for each Level** • **Pre-test and implications of results**	
11:10 – 13:00	SESSION 3: Creating a warm, inclusive, conducive environment [3 HOURS 20 MIN]	
13:00 – 14:00	LUNCH BREAK	
14:00 – 15:00	SESSION 3 (cont.)	
15:00 – 15:30	HEALTH BREAK	
15:30 - 16 00	SESSION 3 (cont.)	
16 00 - 17 00	SESSION 4: Learner Reintegration [1 HOUR]	

DAY 2

Time	Activity	Responsible person
08 30 - 09:00	Evaluation Report on DAY 1	
09:00 -10 00	SESSION 5: Use of Appropriate Teaching/Learning Strategies for ZALP [2 HOURS 30 MIN] • Introduction • How ZALP achieves 'catch up' and faster learning • Use of a compressed syllabuses • Use of Accelerated Methodology) • Key aspects of Accelerated Learning Methodology • Creating a warm, inclusive, learner friendly environment	
10:00 - 10:30	HEALTH BREAK	
10:30 – 12 00	SESSION 5 (cont.) • Use of learner centred, participatory teaching/learning • Contextualizing Learning • Catering for learner differences • Motivating learners • Catering for learner differences	

12 00 - 13 00	SESSION 6: Identifying and Catering for Learner Differences
	[2 HOURS]
	• Main learner differences
	  • Differences in Learning styles + Activity E (Group Work)
	  • Differences in Abilities + Activity F (Discussion)	

13:00 – 14:00	LUNCH BREAK	

14:00 – 15:00	SESSION 6 (cont.)
	• Main learner differences
	  • Differences in Ages + Activity G (Pair Work?)
	  • Gender differences (Reference to previous session)	

15:00 – 15:30	HEALTH BREAK	
15:30 - 16:15	SESSION 7: Learner Motivation [45 MIN]	
16:15 - 17 00	SESSION 8: Use of locally available materials [45 MIN]	

DAY 3

Time	Activity	Responsible person
08 300 - 09:00	Evaluation Report on DAY 2	
09:00 -10 00	SESSION 9: Group Work on Main Lessons Learnt [2 HOURS 30 MIN] • Identifying main lessons learnt • Identifying possible challenges in implementing lessons learnt • Suggesting possible solutions to identified challenges	
10:00 - 10:30	HEALTH BREAK	
10:30 – 13 00	SESSION 9 (cont.) Presentations of lesson plans + Discussions in plenary	
13:00 – 14:00	LUNCH BREAK	
14:00 – 15:00	Evaluation + Discussion on Way Forward	

5.4   Workshop Evaluation

An essential component of the Training-of - Trainers Workshop is to make sure that ZALP teachers recognize the potential, qualities and capabilities of ZALP learners by giving the learners additional tasks and responsibilities. All of these activities reinforce   confidence, motivation and excellence. For this reason, it is important for the Trainers to make as much use as possible of the professional attributes of the participants.

Instead of the Trainers developing an "End of Workshop" Evaluation Tool for the participants to complete, the following process is suggested.

✓ Each morning a different small Evaluation team comprising participants will be responsible for developing an evaluation tool for each day of the Workshop. This means that three Evaluation teams will need to be selected.

✓ These teams should meet to decide on how successful the programme in achieving a participant friendly environment. The evaluation report should emphasis achievements as well as shortcomings, and indicate what particular aspects need to be highlighted

✓ Similarly, it is suggested that the Facilitators also develop an evaluation tool to be completed by themselves. This tool should ask the facilitators to evaluate the extent to which the participants have enjoyed and responded to the inclusive, conducive environment created during each workshop day. For example, what differences do they perceive in the ways in which the participants are contributing and how confidently the participants are contributing.

✓ At a final plenary session, the main points of the evaluations of the three teams of participants and the three facilitator evaluations will be presented and discussed.

✓ By using this method, the facilitators will demonstrate that they recognise, trust and endorse the professional capabilities of the participants.

5.5 Suggestions for Each Workshop Session

This section is meant to give users some support in planning for the each of the sessions included in the Workshop Programme/Agenda in Section 4.3.

Content and practical activities are **suggested** for each session, with the exception of Session 9 (whose content and practical activities should be obvious from the proposed Programme/Agenda).

You are advised to carefully go through what is suggested for each session (especially those sessions you are responsible for) and to make appropriate adjustments as you see fit. **Drastic deviations from the intended objectives, themes, and methodology are not expected.** It is also important to ensure that the total time one ends up with for the session matches the time allocated to it in the agreed, finalised workshop programme

6. SESSION 1: Background

Session Objectives

i. The participants will understand the concept and the context in which the Ministry of Primary and Secondary Education (MoPSE) has introduced the Zimbabwe Accelerated Learning Programme (ZALP).

ii. The facilitators will be able to make use of a variety of knowledge and skills to ensure that the participants have a sound understanding of, and appreciation for, the teaching and learning methods required in order for ZALP learners to successfully complete the 7 year primary cycle of Education in a two year period.

Time Allocation: 50 Minutes

The Zimbabwean Accelerated Learning Programme (ZALP) introduces a new teaching and learning system into the Zimbabwean Education System. The goal of ZALP is to enable out-of-school primary level learners to benefit from a 'second chance' education opportunity.

The concept and design of ZALP was developed by the Ministry of Primary and Secondary (MoPSE) to accommodate the thousands of children who either dropped out of school or who have never enrolled in school.

The high attrition rate of learners is associated with widespread poverty, the recent economic crisis, limited funding of Education and the growing burden of school fees and levies which parents and guardians cannot afford.

The MoPSE is also concerned by the fact that the persistent and continuing dropout rate of learners may well result in Zimbabwe not being able to achieve the goal of Education for All (EFA), or be able to meet the Millennium Development Goal 2 (MDG2) which targets Universal Primary Education by 2015. To meet these challenges the ZALP model was developed.

ZALP is an accelerated learning model which is designed for the use of out-of-school learners. These learners will study in 'catch-up' classes at existing Primary Schools and be taught by selected teachers from these Primary Schools in afternoon sessions, during school terms. These afternoon sessions will last for two hours on each school day during the term.

ZALP will use a compressed curriculum, with curriculum content arranged in three levels, namely:
* Level 1 - grades 1, 2 and 3.
* Level 2 - grades 4 and 5.
* Level 3 - grade 6 and 7.

ZALP learners will proceed at their own paces and when it is considered that they have successfully reached their correct grade levels, every attempt will be made to integrate them into mainstream

schools. Those who are unable to enter formal schools, will, nevertheless, have the opportunity to complete the primary cycle of education and to write the Grade 7 examinations.

It is important for the teachers participating in this Training Programme to fully understand the context in which ZALP has been developed. It is also important for the teachers participating in the Training Programme to be fully aware that the majority of ZALP learners frequently face daunting challenges and are severely disadvantaged. For this reason, ZALP teachers must have a mature understanding and empathy for ZALP learners. They also need to embrace a number of new teaching and learning approaches, as well as new teaching and learning methods, in order to compensate for the challenges and disadvantages faced by ZALP learners.

Although the main teaching and learning materials will be the standard approved text books already in schools, the methods used by ZALP teachers will, for the most part, be significantly different.

For example, the formalities observed in normal school classrooms will be replaced by a far more learner friendly, encouraging, non-punitive learning environment where stigma, discrimination, bullying and other hurtful behaviours are prohibited.

Activity I Time Allocation (20 MIN)

Form small groups of not more than 6 persons to discuss the following:

Many professional people belong to professional organisations. For example, the Legal and Medical and Financial fraternities are governed by strict codes of conduct. Members are required to be fully qualified and, in the case of some such Bodies, members are required to up-grade or keep abreast of new knowledge and practices, in order to retain their right to practice their professions.

Discuss the following:

i.   Is there no professional organisation for teachers?
ii.   What opportunities exist to ensure that teachers keep up-to-date with new ideas about how teaching and learning methods have progressed?
iii. What would a Teacher's Professional Organisation require from teachers?

Record the main points for a further discussion during a full session.

See Units 2 and 3 in the ZALP Teacher's Handbook

7. SESSION 2: Learner Placement

[Reference: Unit 1 in the ZALP Teachers' Handbook]

Session Objectives

Participants will have a clearer understanding of:

i. The type of learner expected in each Level
ii. The use of the pre-test, including its role in placement

Time Allocation: 40 MIN

ACTIVITY	MIN
Activity 1: Selection criteria into a Level	15
Activity 2: Practical work on eligibility into a Level	25

Materials Required

i. Handout 1: table 1: Learners expected/Performance Criteria per Level, in Activity 1, together with the 2 scenarios (see Activity 2) below, on one sheet of paper.
ii. Handout 2: Edited version of Session 2 material (to be given out at end of session)

Activity 1: Selection criteria into a Level

Explain that:

i. Learners selected for the ZALP are grouped (placed) into one of three Levels --Level 1, Level 2, or Level 3, based on performance in a pre-test
ii. The pre-test covers 4 examinable subjects (Shona or Ndebele, English, Mathematics and the General Paper).
iii. The table below indicates the type of learner expected to be in each Level, and the level of performance that will qualify a learner to be in a given Level.

TABLE 1: Learners expected/Performance Criteria per Level

	LEVEL 1	LEVEL 2	LEVEL 3
Expected Intake	Learners who have never been to school, or those who dropped out before reaching/completing Grade 3	Learners who went beyond Grade 3, but dropped out before reaching/completing Grade 5	Learners who went beyond Grade 5, but dropped out before reaching/completing Grade 7, or failed Grade 7 Exam
Performance Criteria	Performance below the Grade 3 level	Performance below the Grade 5 level but above the Grade 3 level	Performance below the Grade 7 level but above the Grade 5 level

Activity 2: Practical work on eligibility into a Level

Using Handout 1 (see list of Materials Required), ask participants to study the 2 situations below, individually

1. Sipho is 11 years old. She was very near the end of Grade 3 when she dropped out of school due to the loss of her mother and her father. She was doing very well. If she enrolls for the ZALP and takes the pre-test, which Level is she likely to be placed into? Explain.

2. 15 year old Peter left school at the beginning of Grade 7 due to financial problems. He was struggling academically and only managed to reach Grade 7 because of the 'automatic promotion' policy. If he enrolls in the ZALP and takes the pre-test, is he guaranteed to be placed in Level 3? Explain

After 10 minutes, select 5 participants randomly one after the other, to indicate their answers. It is advised not to comment or invite comments at this stage.

Invite opinion on the answers given and try to reach a consensus on the most plausible ones. (Some possible answers are given below).

Possible Answers (NOT TO BE GIVEN TO PARTICIPANTS BEFORE THE ACTIVITY):

1. Sipho might make it into Level 2. Since she was near the end of Grade 3 and doing very well, she is likely to perform better than the average Grade 3 in the pre-test, and so could be placed into Level 2.

2. Peter's chances of being placed in Level 3 look very slim. He will be lucky to make into Level 2. In fact he might even be placed in Level 1, if performs below the Grade 3 level in the pre-test.

8. SESSION 3: Learner Reintegration

[Reference: Unit 4 in the ZALP Teachers' Handbook]

Session Objectives

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

i.   Appreciate the need to ensure that all records and reports pertaining to the progress and achievements of ZALP learners must be kept up-to-date.

ii. Understand the need to liaise with the formal school regularly concerning the progress of successful ZALP learners.

iii. Appreciate the need to counsel ZALP learners when required to do so in order to prepare them for re-integration or to prepare them for remaining in ZALP classes.

Time Allocation: 1 Hour

The Role of Facilitators

i.   Facilitators should explain that where the obstacles are insurmountable, the ZALP learner will, nevertheless complete primary school in the ZALP class

ii. ZALP learners who successfully catch-up and are ready to be integrated into formal classes must, in the first place, qualify academically.

iii. Once the learner has successfully qualified academically for placement into the formal school, the ZALP teacher, working with the School Head, school class teacher and parents and/or guardians, should ascertain the capability of the learner's parents and guardians to be able to pay for the uniform, school fees and levies. If this is a challenge, all concerned must work together with other support systems to enable the successful ZALP learners to re-integrate.

iv. Facilitators should explain that where the obstacles are insurmountable, the ZALP learner will, nevertheless complete primary school in the ZALP class and write the Grade 7 examinations.

v.   Facilitators should encourage the participants to suggest various ways of making it possible for successful ZALP learners to re-integrate into school.

ACTIVITY 1 (30 MIN)

- In small groups the participants should identify the processes involved in ascertaining the readiness or otherwise of ZALP learners to re-integrate into formal classes.
- The participants should focus on the role of the formal school staff, the ZALP teachers, parents/guardians and the learner to ensure that the process of re-integration is successful.
- Participants should develop strategies for engaging the community or other organisations in assisting with the re-integration and retention of ZALP learners.
- Report back in a plenary session noting the various important processes involved.

ACTIVITY 2 (30 MIN)

Divide the participants into two groups to discuss and revisit:

i. The qualities that make a ZALP teacher, a good teacher and a respected counsellor.

Report back with whole group.

Materials: Refer to the ZALP Teacher's Handbook Unit 4: 'Important qualities of a good Teacher/ Counsellor)

9. SESSION 4: Creating a warm, inclusive, conducive environment

[Reference: Unit 2 in the ZALP Teachers' Handbook]

Session Objectives

By the end of the session participants will:

i. Be able to identify the key characteristics of a child friendly school.
ii. Have an efficient working knowledge of the United Nations Convention on the Rights of the Child (UNCRC).
iii. Be able to apply their knowledge and skills in order to create inclusive, conducive, child friendly ZALP classes.
iv. Be familiar with the circumstances under which ZALP learners will attend classes and respond sensitively to the challenges faced by these learners.

Time Allocation: 3 hours 10 min

Materials required: Refer to Unit 2 of the ZALP Handbook.

i. Print copies of the illustrated Convention on the Rights of the Child in the ZALP Handbook. Every participant should keep and refer to the illustrated handout on the CRC in the ZALP Handbook.
ii. Print Key Elements of an inclusive, friendly school (refer to Unit 2 in the ZALP Handbook).

The ZALP Teacher's Handbook focuses on the need to create an inclusive, child friendly school as the precursor to the creation of child friendly classrooms. It is important for the participants to have a very clear vision of what is meant by an **INCLUSIVE, CHILD FRIENDLY SCHOOL**. The Facilitator should first establish an agreed concept of the Inclusive Child Friendly School before proceeding.

Please Note

Remember a welcoming environment depends to a large extent upon how comfortable the participants feel and how confident they are to contribute their thoughts, ideas, reservations, alternative suggestions and experiences.

The Facilitators must be continuously sensitive to the reactions and contributions of the participants, even when there may be occasions when there are strong disagreements; every person needs to be given the chance to speak honestly and freely. It is important for the facilitators to remain vigilant, perceptive and sensitive. An authoritarian approach is absolutely forbidden.

ACTIVITIES 1, 2 and 3

Some Suggested Activities to choose from:

Unit 2 contains notes on the meaning of inclusivity and child friendly. These concepts revolve around the Convention on the Rights of the Child. (CRC)

Activity 1

In small groups ask the participants to record the key elements required for a school to be described as Inclusive and Child Friendly, using the CRC as a guide. Report the Groups' findings.

Activity 2

In small groups, the participants should describe some of the main challenges faced by the children who will be admitted to ZALP classes. The challenges and disadvantages should be described.

Groups should then report their findings.

Activity 3

Have a general group discussion on the question. "Do most parents feel respected and welcome in schools?" If the answer is negative, state some of the reasons offered, and suggest some solutions.

The Inclusive Child Friendly School Model

- Identifying the Key Elements required for developing an **INCLUSIVE, CHILD FRIENDLY SCHOOL** are the first steps in creating an inclusive, ZALP child friendly classroom. For this reason, it is important for the participants to be aware of the key elements so that they can apply these important principles in ZALP classes.
- Records of the issues and challenges faced by potential ZALP learners are also required and these records should be referred to often. Facilitators should remind the participants frequently, about the need to develop teaching and learning strategies that may differ very considerably from the methods they use in their formal classes.

Activity 4 (20 MIN)

Ask the participants to get into groups to identify and do the following:

- List methods used in formal and ZALP classes.
- List methods used in formal classes which should not be used in ZALP classes.
- Develop two or three lists and compare and contrast the various methods used.
- The lists should be displayed and explained.

Using positive disciplinary methods instead of punishment

- The use of positive discipline is a necessary component in the creation of ZALP child friendly classes. It is important for the participants to appreciate the need for helping the learners to change their behaviours by facilitating discussions around themes of positive and negative behaviours, instead of simply administering a punishment. The facilitators should encourage discussions and debates around methods of disciplining which lead to self-control, as these help learners to develop self-discipline as an alternative to discipline enforced by the teacher.
- Facilitators can encourage this discussion by engaging the participants in debates, group and plenary discussions.
- The important principle in the context of ZALP classes is to avoid all forms of discipline that are humiliating and punitive as these are considered to be negative and opposed to the concept of developing child friendly ZALP classes.

Activity 5 (20 MIN)

Comparing positive disciplinary methods with punitive methods

- In small groups discuss and then list the types of disciplinary interventions which the group thinks will assist ZALP learners to focus on their studies.
- Use the UNESCO chart in the ZALP Teacher's Handbook to refer to various methods.
- Participants should share their views on punishment even where these views are opposed to positive disciplinary methods.
- The prioritized lists should be available for plenary group discussions.

Materials: Handout of the UNESCO chart on positive vs. punitive methods of disciplining learners[1] (see Unit 2 in the ZALP Handbook)

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[1] Embracing diversity: Toolkit for creating inclusive, learning-friendly environments Specialized Booklet 1, UNESCO Asia and Pacific Regional Bureau for Education, THAILAND

FOCUSING ON ISSUES THAT MAY PREVENT GIRLS FROM ATTENDANCE AND ACHIEVEMENT

- Although Zimbabwe has excellent policies concerning the enrolment of girl children, it is also well documented that where the family is in crisis or in a state of poverty, girl children are the first to drop out of school. The HIV and AIDS pandemic have, in particular, negatively affected the enrolment of girls. This is because girls are the first care-givers, the majority of child headed households are headed by girls, and girls' labour is considered to be more important than schooling.
- The need for the participants to be aware of the complex domestic situations that prevent girls from attendance and completion is of paramount importance.
- In Unit 2 of the ZALP Handbook, gender bias also reflects on the need for text books to reflect the equality of girls and boys in realising ambitions in life. In many text books girls are stereo typed in non-professional roles.
- Facilitators should allow discussions around these issues.

ACTIVITY 6 (25 MIN)

In small groups let the participants suggest various ways in which girls can enroll and complete their studies. The discussions should develop ideas for school and community support for girls to enable them to enroll and complete their studies.

- Ask the participants to examine their own attitudes to girls in the classroom. They should also offer solutions as to how to use text books which are gender biased.

STRATEGIES TO SUPPORT LEARNERS WITH DIFFICULTIES

- Another important component in the creation of child friendly schools and child friendly ZALP classes is the need to arrange school premises to cater for children with various disabilities.
- Changing attitudes towards children with various disabilities is a major feature of the child friendly school. It is hoped the ZALP classroom practices will present a model child friendly environment in which children with disabilities will feel welcome and able to progress at their own speeds.
- Facilitators should draw the attention of the participants to the need to remove obstacles and discrimination.

ACTIVITY 7 (25 MIN)

Allow the participants to select various types of disabilities, for example: wheel chair bound learners; learners with impaired vision; learners who have learning difficulties and learners with hearing impairment.

- When the participants have selected their disability examples, they should get into small groups to role play each situation taking into consideration all the challenges faced by each disabled learner. They should also demonstrate how the ZALP teacher and ZALP learners offer support for each learner with a difficulty.
- Discuss the various role play outcomes.

10. SESSION 5: Use of Appropriate Teaching/Learning Strategies

[Reference: Unit 3 in the ZALP Teachers' Handbook]

Session Objectives

Participants will be able to:

i. Identify strategies used in ZALP for 'catch up' and speeding up learning, respectively
ii. Define Accelerated Learning
iii. Recognise and have an enhanced appreciation of some of the teaching/learning approaches known to enable Accelerated Learning, including:

a. Creating a warm, learner friendly, inclusive teaching/learning environment
b. Contextualizing learning
c. Use of a learner centred, participatory teaching/learning approach
d. Motivating learners to learn
e. Catering for learner differences

Time Allocation: 1 HOUR 50 MIN

ACTIVITY	MIN
Activity 1: ZALP's main teaching/learning strategies	15
Activity 2: Teacher behaviours/actions most appropriate for Accelerated Learning (AL)	15
Activity 3: Key aspects of AL	35
Activity 4: Creating a warm, learner friendly, inclusive teaching/learning environment	5
Activity 5: Contextual teaching/learning	15
Activity 6: Learner centred, participatory teaching/learning	45
Activity 7: Motivating Learners	20
Activity 8: Catering for Learner Differences	5

Materials Required:

i. Handout 1 on Session 2 Table 3: Appropriate teacher behaviours/actions for Accelerated Learning (AL) (see Activity 2 below).
ii. Handout 2 on Table 4: Examples of contextualizing teaching/learning (see Activity 5 below)
iii. Handout 3 on Table 5: Examples of Learner Centred Teaching/Learning (see Activity 6)
iv. Handout 4 on Table 6: Appropriate teacher behaviours/actions for motivating learners (see Activity 7)
v. Handout 5: Edited version of Session 5 material (to be given out at end of session)

Activity 1: ZALP's main aims and strategies

Explain that:

i.   ZALP is designed mainly to enable:
ii.   Learners of the right age to 'catch up' and re-join learners of the same age group, in the normal primary education
iii. Those learners who cannot and re-join the normal system, to complete the primary school programme in a faster period (1 to 3 years) (See table below)

TABLE 1: comparison between Normal Primary Grades vs. ZALP Levels

NORMAL PRIMARY PROGRAMME		ZALP	
Grades Covered	Time taken to complete (Years)	Levels covered	Time taken to complete (Years)
1 - 3	3	1	1
4 - 5	2	2	1
6 - 7	2	3	1

ZALP's main strategies for achieving 'catch up' and faster completion include the use of:

i.   Compressed syllabuses (See table below)
ii.   Accelerated Learning Methodology
iii. **Syllabus compression** has been successfully used by many African countries in Accelerated Programmes. For ZALP, the Curriculum Development Technical Services (CDU) has done the compression on the following basis:

TABLE 2: Origins of syllabuses compressed for each ZALP Level

ZALP LEVEL	1	2	3
Grades whose syllabuses were compressed	1 - 3	4 - 5	6- 7

Accelerated Learning (AL):

i.   Can be defined as faster, deeper, efficient learning
ii.   Its methodology is based on recent research on how the brain works
iii. The AL methodology has been shown to work at all levels from Early Childhood Development Education to University
iv.   Is seen as nothing new by some educationists, who see it nothing more than good quality teaching

Activity 2: Teacher behaviours/actions most appropriate for Accelerated Learning (AL)

Distribute Handout 1 (see above Materials Required list), based on table below.

TABLE 3: Appropriate teacher behaviours/actions for Accelerated Learning (AL)

Carefully consider each of the following teacher behaviours/actions **that are likely to enable fast, deep, and efficient learning**. Putting yourself in the shoes of a ZALP learner, which of the listed teacher behaviours/approaches below do you think would help you to learn quickly, deeply and efficiently? Indicate in the spaces provided (in the right column) using MA, FA, and NA, the teacher behaviour/actions that you think would be: • Most Appropriate (MA) • Fairly Appropriate (FA) • Not Appropriate (NA)	
A Punishing lazy learners as often as necessary, until they change their behaviour	
B Drilling learners thoroughly to ensure they pass exams	
C Providing a safe, warm, friendly, caring learning environment	
D Encouraging learners to work together, help each other, share ideas	
E Ensuring the syllabus is completed at all costs, especially in Level 3	
F Encouraging learners to ask questions in class	
G Giving tasks that are challenging, but which are such that learners will enjoy doing	
H Motivating learners to learn	
I Concentrating on the faster learners to ensure they are not slowed down by the slow, or lazy learners	
J Using familiar, real life situations/examples in the teaching /learning process and starting from the known and familiar to the unknown ((i.e. contextualizing learning)	
K Being aware of, and respecting learner differences (e.g. in terms of ability, learning styles, interests, age) and taking that into account in the planning for, and the actual teaching/learning processes	
L Beating learners who are disruptive, disrespectful, or disobedient to help them change for the better	
M Making learners active participants in their own learning, rather than passive recipients; including providing opportunities for learners to: manipulate concrete objects; learn through games and/or music	

Explain the instructions and ask participants to complete the table individually and keep their responses to themselves, for the time being. (10 min)

Activity 3: Key aspects of Accelerated Learning (AL)

- Explain that according to experts, k**ey aspects of AL methodology** include:
    - Creating a warm, learner friendly, inclusive teaching/learning environment
    - Contextualizing learning
    - Use of a learner centred, participatory teaching/learning approach
    - Motivating learners to learn
    - Catering for learner differences
- Ask participants to look at the teacher behaviours/actions in the table in Activity 2 above.
- Ask them to do the exercise again, but this time ticking (with √) those behaviours/actions which seem to be most appropriate to Accelerated Learning, **based on what experts say**.
- Ask those participants who have an exact match between their earlier responses (in Activity 2) and now, to stand up (i.e. those who indicated MA in the same places where they have ticks (√).
- Ask them to come, one by one, to the front and list using A, B, D, etc) the behaviours/actions where they had exact matches.
- Lead the discussion to iron out any discrepancies. Explain that, according to experts, the most appropriate behaviours/actions include: C, D, G, H, J, K, M
- Explain that the key aspects of AL identified will be dealt with in Activities coming later.

Activity 4: Creating a warm, learner friendly, inclusive teaching/learning environment

- Explain that this issue is very important. Remind participants it has been covered in Session 2
- Briefly discuss the unlikelihood/impossibility of fast, deep, effective learning taking place in a hostile, discriminatory teaching/learning environment

Activity 5: Contextualized teaching/learning

- Ask for participants' views on the meaning of contextualized teaching/learning. (One or two volunteers should be adequate)
- Explain that contextualized learning is a key aspect of Accelerated Learning. It includes:
    - introducing or basing new concepts/skills on what learners already know (i.e. moving from the known to the unknown)
    - using examples from the familiar, local environment
    - making maximum use of the local environment (E.g. in terms examples used and teaching/learning aids used (e.g. seeds, leaves, stones)
    - enabling learners to see the need for/usefulness of what they are learning
    - Guiding learners to address/solve issues/problems that are relevant to their present or future lives.
- Distribute Handout 2 (on Table 4 below).

TABLE 4: Examples of contextualizing teaching/Learning

1. Fractions are introduced through learners finding practical ways of sharing **fairly** whole objects (e.g. easily available, local fruit) among a given number of learners. Later (through practical activities (e.g. paper folding/cutting) they are guided to: discover the idea of equivalent fractions, and then how to add fractions)
2. Once relevant concepts are established, learners are guided to identify cases of environmental degradation in their communities. They are guided to come up with solutions.
3. Inviting a local expert to give a talk (e.g. on HIV prevention)

- Ask participants to work in pairs and to come up with one example per pair, on contextualized teaching/learning. Assign one set of pairs to come up with an example in Mathematics; another set, in languages; another set, in Environmental Science; and another set in Social Studies. **(**E.g. if there are 43 participants, you could assign 5 pairs to each come up with a Mathematics example; 6 pairs for a Language example each; 5 pairs for an Environmental Science example; and 5 pairs for a Social Studies example. In one case there would be 3 people)

- Randomly select one pair from each the four subject areas covered, to present their example. Discuss the merits of each example. Support participants to clear each other's' misconceptions (if any) through discussion and consensus.

Activity 6: Learner centred, participatory teaching/learning

Lead a brief, brain storming session on differences between **teacher centred** teaching/learning and **learner centred** teaching/learning. Try to reach consensus on the most important differences.

Explain that learner centred teaching/learning is a major ingredient of AL. Some of its important aspects include:

   i. Actively involving learners in, and helping them to take responsibility for their learning
  ii. Contextualizing knowledge and skills
 iii. Seeing yourself (the teacher) as a **facilitator** of learning, not a transmitter of knowledge
  iv. Using assessment to promote and diagnose learning
   v. Making linkages across subjects where appropriate
  vi. Encouraging learners to cooperate, collaborate and to be supportive to each other
 vii. The teacher and learners learning together

Distribute Handout 3 (based on Table 5 below).

TABLE 5: Examples of Learner Centred Teaching/Learning

	Learner Centred Aspect	Example(s)
1	Learners are actively involved in, and take responsibility for their learning. They are active participants in their learning	Learners are divided into groups. Each group is asked to choose a topic to write on in Shona/Ndebele or English. After the teacher approves the topic, learners write on the selected topic individually. They then re-group, read out to each other their work, discuss to agree on the best essay. The writer of the best essay from each group is asked to read it out to the whole class her/his and, with the teachers' guidance, the class votes on the best essay, giving reasons.
2	Learning is contextualized	(Examples already discussed in previous activity)
3	Teacher's role is to help learners to learn (i.e. teachers **facilitate** learning). Teacher and learners evaluate learning together	Learners are sometimes asked to reflect on their own work; they are guided to identify their errors themselves (See also Example 1, above)
4	Assessment is used not only to rate performance, but also to promote and diagnose learning	Assess learning as the lesson proceeds (e.g. through question and answer) as a means of diagnosing areas where adequate progress has been made, and areas which need attention. This is especially important if something new that is based on prior learning is to be introduced. Deliberately set a test to diagnose learning i.e. a test to identify where individual learner weaknesses/strengths are and take appropriate follow up action
5	Emphasis is not on right answers, but on helping learners to learn from their errors	When a learner gives a wrong answer, avoid asking another learner to answer the question. Instead, re-phrase the question to guide the learner to enable her/him to see where she/he is wrong and to correct herself/himself
6	Making linkages across subjects where appropriate, including providing learners with opportunities to address issues and solve problems that require knowledge and skills from more than one subject.	Guiding learners to conduct a simple experiment to measure rate of growth of a selected plant under different conditions and writing a simple, brief report in English. (Science, Mathematics, Agriculture and English involved)
7	Learners are encouraged to cooperate, collaborate and to be supportive of each other	Learners are given a problem to solve or an issue to discuss in their groups, and are asked to present solutions/conclusions to the class.
8	Teacher and learners learn together	Provide opportunities for learners to ask you and each other questions or pose problems to teacher and learners. Admit openly where you do not know the answer/solution and work together to find the answer/solution (depending on the problem.

Assign group work so that:

i. Each group assesses **each** example given and decides whether or not it is usable in their classroom situations.

ii. Where the decision is that an example is not usable, the group concerned should provide an explanation and an alternative example that they think would work for them.

- Ask one of the groups that have made the most progress, to give a report on their findings.
- For each finding reported, lead a discussion and try to reach consensus. (Findings of all the groups should be collected and included in the workshop report in the Appendix).

Activity 7: Motivating Learners

Distribute Handout 4 (based on Table 6 below).

Making reference to table 6, ask participants to tick individually against the **four** behaviours/actions that they consider to the **most important** for motivating learners.

TABLE 6: Appropriate teacher behaviours/actions for motivating learners

Teacher behaviour/action	
A Repeatedly reminding learners to work hard, not to be lazy	
B Giving frequent tests and scolding or punishing those who fail	
C Creating a friendly, warm, conducive teaching/learning environment	
D Reminding learners about the importance of education, as often as possible	
E Contextualizing learning	
F Maintaining strict discipline, including beating disruptive learners	
H Catering for learner differences	
I Ensuring the syllabus is completed in time, at all costs	
J Using learner centred teaching/learning methods	

- Discuss to agree as a group what the four most important behaviours/actions are? (See if they agree that these should be C, E, H, and J)
- Also discuss to agree on which behaviours/actions are INAPPROPRIATE for motivating learning. (See if they agree that these should be B and F).
- Alert participants to the fact that learner motivation will also be covered in Session 7.

Activity 8: Catering for learner differences

Ask: Do you think accelerated learning (i.e. learning that is fast, deep and efficient) will take place in a classroom where learner differences are not recognized?

If need be, guide the discussion so that participants to see that in such a classroom:

i. The environment is not likely to be warm and learner friendly (which means AL is unlikely to occur)

ii.   The teacher might be focusing on her/his idea of what the learners should be like and thus the teaching/learning will not be learner centred and is unlikely to be adequately contextualized.

Alert them to the fact that catering for learner differences will be more fully covered in the next Session (Session 6)

11. SESSION 6: Catering for Learner Differences

[Reference: Unit 3 in the ALP Teachers' Handbook]

Session Objectives:

Participants will:

i. Be able to identify learner differences that are relevant to teaching/learning
ii. Acquire an enhanced capacity to cater for learner differences in teaching/learning, particularly those differences related to learning, ability and age

Time Allocation: 1 HOUR 20 MIN

ACTIVITY	MIN
Activity 1: Learner differences relevant to teaching/learning	10
Activity 2: Differences in Learning Style	15+
Activity 3: Catering for differences in learning style	35+
Activity 4: Differences in Ability	10
Activity 5: Catering for Differences in Ability	

Materials Required

i. Chart 1; with the list of learning styles provided in Activity 1
ii. Handout 1 on Table 1: Examples of use of some teaching approaches in catering for different learning styles (see Activity 3)
iii. Handout 2 based on Box 1: Suggestions for catering for differences in ability and the Work Group tasks suggested in Activity 5.

Activity 1: Learner differences relevant to teaching/learning

Explain that: People are different, not only with regard to physical appearance but in many other ways, such as personality, interests, abilities, likes/dislikes etc. The same applies to learners.

Ask: What would you consider to be some of the learner differences a teacher should take into account in planning for, and during the teaching/learning process?

Invite 3 participants to come forward and list their responses on the board.

Explain that some of the most recognized learner differences in teaching/learning include:

i. Differences in **Learning Style**
ii. Differences in **Ability**
iii. Differences in **Age**
iv. Differences related to **Special needs**
v. **Gender** related differences

Discuss the extent to which this list of differences differs from the lists provided by the 3 participants. Agree as a group, on which of the 3 lists is the closest to the 'official' list.

Activity 2: Differences in Learning Style

Explain that: There is quite a wide variety of ways in which people prefer to learn. There is no right or wrong style.

The following are some of the most recognized learning styles:

   i.   **Visual:** These people prefer to use pictures, images, diagrams, colours, and mind maps.
  ii.   **Physical:** These are the "learn by doing" people that use their body to assist in their learning. Drawing diagrams, using physical objects, role playing etc.
 iii.   **Aural:** People who prefer using sound, rhythms, music, recordings, clever rhymes, etc.
  iv.   **Verbal:** The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning.
   v.   **Logical:** The people who prefer using logic, reasoning, and "systems" to explain or understand concepts.
  vi.   **Social:** These people are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.
 vii.   **Solitary:** The solitary learner prefers to learn alone and through self-study.

Most people do not have only one preferred learning style, but a mixture. However, a few tend to stand out, depending on the individual.

- Display Chart 1 (showing learner differences listed above) where all participants can see it.
- Ask participants to reflect for a moment and identify what they consider to be **their** three most preferred learning styles. **Emphasize there are no right or wrong learning styles.**
- Invite a participant to come forward. Ask her/him to go through the above list of learning styles, one by one, asking each time: 'How many have selected this learning style?' She/he should tally the results for each learning style.
- Briefly discuss the results. **Emphasize again that there are no right or wrong learning styles.** People have similarities and differences, including with regard to preferences in the way they learn.

Activity 3: Catering for differences in learning style

Ask: If a teacher uses a 'chalk and talk' teaching approach most of the time, which learners are likely to benefit most (in terms of preferred learning styles)?

Discuss to agree that learners with verbal, aural, and to some extent, visual learning styles are likely to benefit most. If the lessons are logically sequenced, those with a logical learning style would probably also benefit.

Discuss briefly how the other learners (with different learning preferences) are likely to feel.

Explain that there is need to use a wide variety of teaching approaches in order to cater for as many learning preferences as possible in one's class. These could include the use of:

i.   Role play/drama
ii.   Touch, feeling, and handling of concrete objects **by the learners themselves**
iii.   Music
iv.   Group work
v.   Games (especially traditional games learners are familiar with and enjoy playing)

Distribute Handout 1 (based on Table 1 below).

TABLE 1: Examples of use of some teaching approaches in catering for different learning styles

Teaching/ Learning Approach	Example/*Subject*	Learning Style(s) catered for
Use of music	Playing a song (for example from a disc player) for learners and asking them to wave a hand each time they hear a given part of speech (for example a verb). ***Languages***	Aural Visual Verbal
	Choosing a suitable piece of music (which most learners recognize) and asking learners to estimate the number of drum beats per minute. ***Mathematics***	Aural Logical
Using touch, feeling and handling objects	Learners handle, feel, smell, and draw flowers they are studying, instead of just copying drawings from a text book, for example. ***Environmental Science***	Physical Visual
	Learners learn addition with carrying through actually manipulating sticks (some in bundles of ten and others loose). ***Mathematics***	Physical Logical Visual
Using role play	Learners plan for, and do a role play depicting scenario where a boy who decides to get tested for HIV, discovers he is HIV positive and agonizing over his next course of action. ***Languages; Life Skills/HIV education***	Verbal Visual Aural Physical
	Learners depict a relevant scene/situation from the Social Studies syllabus. ***Social Studies***	Verbal Visual Aural
	Learners role play a buying and selling scene involving change (using as money: labelled pieces of paper and, for example, labelled bottle tops for coins. ***Mathematics***	Verbal Visual Aural Logical Physical
Using group work	Learners discuss in small groups and report back on the issue of what the HIV positive boy (in the above example) should do. ***Languages; Life Skills/HIV education***	Social Verbal Aural
	Learners work in small groups to find out how to calculate the area of a triangle through paper folding. ***Mathematics***	Social Physical Logical Visual

Arrange for Group Work. Ask each group to study the table and come up with 3 examples of its own. The 3 examples must come from 3 different subjects/teaching approaches according to the scheme below, which assumes that there are 4 Groups--A, B, C and D respectively. Thus, for example Group A should come up with 3 examples on, respectively: Role Play/Mathematics, Music/Languages, and Touching, Handling objects/Environmental Science.

(If the number of groups possible is more or less than 4, please adjust the scheme accordingly).

TABLE 2: Suggested scheme for allocating group work by Teaching Approach/Subject

	Maths	Languages	Env. Science	Social Studies
Role play	Group A	Group B	Group C	
Music	Group B	Group A		
Touching, handling objects	Group C	Group C	Group A	Group B
Group work	Group D	Group D		Group D

For each example given, the most relevant learning styles that it caters for should be listed (as in Table 1 above)

In the report back, each group should only report on only one example (out of the 3 examples agreed on by the group. The group should also indicate the most relevant learning styles catered for by the example.

Please ensure, however, that all the 4 subjects areas and at 3 (out of 4) of the teaching approaches are covered. One way of doing this is indicated by the shading in the Table 2 above, where: Group C would report on a Touching, handling objects/Maths example; Group B on a Role Play/Languages example; Group A on a Touching, handling objects/Environmental Science example; and Group D on a Group Work/Social Studies example.

- Each example reported on should be discussed, especially with regard to the appropriateness of the example (for the teaching approach/subject), and the relevance of the learning styles.

- Collect all the work done by all the groups for possible inclusion in the Appendix of the workshop report.

Activity 4: Differences in Ability

Explain that:

i.   There is no individual who is not good at anything. Equally, there is no person who excels in everything.

ii. Because of the way our brains are wired, there is a strong link between a person's preferred learning style and the things they are good at. Thus, for example, learners who are good in languages tend to prefer (mainly a verbal learning style, while those that do well in Mathematics tend to prefer a (mainly) logical learning style.

iii. A person's ability in a given area or skill can improve, for instance, through learner friendly, good quality teaching/learning.

iv. The pre-test taken in the placement process in the ZALP is meant to minimize differences in ability for each Level. However, differences in ability subject by subject might still be an issue in some ZALP classes.

v.   Discuss very briefly the extent to ability difference in ability for each subject is a major issue in the ZALP generally.

Activity 5: Catering for Differences in Ability

Ask: 'For those of you who have huge ability differences in a given subject in your class, what strategies are you using to cater for those differences?"

If the strategy of **grouping learners according to ability** does not come up, suggest it and discuss it briefly.

Explain that grouping by ability, subject by subject is recognized as a major strategy for catering for differences in ability.

Suggest the following ways (see Box 1) of tackling the issue, where ability differences are an issue:

Box 1: Suggestions for catering for differences in ability

Create 3 main groups per subject in class (based on tests, daily observation etc.)--Main Group A for learners doing well in the subject; Main Group B for learners doing fairly well in the subject; and Main Group C for learners who are not doing well in the subject.

Each main group into as many sub-groups as necessary so that each Subdivide sub-group has 4 - 6 learners. (For example for Maths in a class with 34 learners:

i.   Main Group A with 6 learners would not need to be sub-divided;

ii. Main Group B might need to be sub-divided into 3 Sub-Group B1 (with 6 learners), Sub-Group B2 with 5 learners, and Sub-Group B3 with 4 learners;

iii. Main Group C might need to be sub-divided into 2 Sub-Groups, C1 with 7 learners and C2 with 6 learners.

Do your best to have gender balance in each Sub-Group

Plan your lesson with the 3 categories in mind, so that, for example, while Main Group C learners are doing some basic (or even remedial) work, Main Group B learners can go beyond the basic work, and main Group A learners can go even further beyond to appropriately more challenging work.

- It should be possible to teach the class as one group sometimes, especially when introducing a new topic.
- Progress is continuously monitored in each subject and movement from one Main Group to another is possible.
- Provide opportunities for Main Group A learners to assist Main Group C learners where possible
- Spend more time assisting Main Group C learners than the other Main Group learners, but do not neglect them

Occasionally arrange for mixed ability grouping
  i. Arrange for Group Work and distribute Handout 2 (based on Box 1 above and the Work Group tasks below). Let participants do the following in their groups:
     o Study the suggestions in Box 1 above
     o Discuss and agree as a group, on:
       - challenges expected (or already met) in implementing the suggestions
       - Possible ways of effectively addressing the challenges identified **or** other, alternative ways of catering for differences in ability (which are in line with AL methodology)
  ii. In the report back, ask one of the groups that have made the most progress in completing the task, to report on their findings.
  iii. Discuss to enable reaching some sort of consensus.
  iv. Collect all Group reports for possible inclusion in the Work Shop Report (Appendix)

Activity 6: Catering for Age Differences

Discuss: Suppose there is wide age variation in your ZALP class (e.g. a mixture of mostly 10 - 12 year olds, with a few learners as old as 17 and even 18). How would you cater for this in your teaching/learning?

After a brief discussion, ask for participants' views on the following suggestions:

  i. The older learners who are good in a particular subject, and are willing and interested could be given an opportunity to lead in the subject groups they belong to, including keeping order and encouraging maximum participation by all members.
  ii. The fact that the older learners are likely to have more experience in life could be used to advantage to enrich the teaching/learning process, for example:
     - You could arrange for some of them to give small presentations on specific issues pertaining to local history (in a Social Studies lesson).
     - Those with the appropriate personality and aptitude could be asked to mentor younger learners, under your guidance.

Discuss to reach consensus on the feasibility of implementing the suggestions

NB: Catering for Gender Differences & Catering for Special Needs Related Differences have already been covered in Session 3

12. SESSION 7: Motivating Learners

[Reference: Unit 5 in the ZALP Teachers' Handbook]

Session Objectives

The participants will be able to:

i. Identify the key teaching and learning methods that motivate learners.
ii. Suggest practical ways in which the school, community, other organisations and learner support networks will help to sustain the ZALP learner during re-integration, after re-integration or, in some cases, motivate ZALP learners to complete Grade 7 who remain in ZALP classes.
iii. Suggest ways in which the ZALP Teachers can be sustained or motivated.

Time Allocation: 45 MIN

i. The facilitator should refer to Unit 5 in the ZALP Teacher's Handbook to introduce the participants to the numerous ways which can be used to motivate ZALP learners.
ii. The focus on child friendly classes and child friendly teaching and learning methods should be revisited, as the teachers remain the key persons who will guide, encourage and challenge learners by their continued interest, respect and affection for the learners.
iii. The role of the school, including the learners and the staff should be emphasised. The essential support that comes from parents, guardians, fellow learners, communities and other organisations should also be emphasised.
iv. Essential ways of raising scholarships for outstanding ZALP learners should be discussed and strategies put in place to raise scholarships.
v. Arrangements should be made for successful ZALP achievers to give talks to other learners and the school community at large.
vi. Lastly, but not least, attention should be given to the need for the motivation of ZALP teachers to be maintained and reinforced.

Activity 1 (15 MIN)

In small groups the participants should decide on a method of telling a success story about a ZALP learner by using role play, drama, storytelling, poetry, songs and dances or both, or by mime, in order to illustrate the various ways in which ZALP learners have been motivated.

Each group should perform for the other groups and a discussion should follow.

Materials: Refer to the ZALP Teacher's Handbook Unit 5.

Activity 2 (15 MIN)

The facilitator should ask for volunteers to act as successful ZALP learners. These "successful " learners will prepare and give short talks explaining how they were encouraged and motivated by teachers, learners, the school and the community, to complete their studies successfully.

Allow five or six volunteers to give their talks and then have a discussion about the merit of this method of using successful ZALP learners as motivational speakers.

Materials: Case studies of made up stories to be produced by the participants.

Activity 3 (15 MIN)

In small groups the participants should discuss their own support needs and what sort of support and motivation they would like to receive.

This should be followed by reports to plenary sessions. (NOTE: Remuneration should be excluded)

13. SESSION 8: Use of Locally Available Materials

Session Objective
Participants will understand how to use various resource materials, resource persons and their own social and physical environments as major information sources.

Time Allocation: (45 MIN)
In this session, the participants should carry out a series of activities which focus on;

    i.   how to use all possible resources to develop wider concepts,

    ii.   how to develop a better understanding of, and appreciation for the environment, and foster perception, observation and the ability to critically analyze all information and experiences using the environment as a major resource.

The focus should also take cognisance of teaching and learning activities such as:

    i.   Using School text books and other school based learning materials to best advantage.

    ii.   Using the school and community <u>physical</u> Environments as a resource.

    iii.   Using the school and community <u>social</u> Environments as a resource.

The facilitator should ensure that she/he makes it possible for ZALP teachers to identify Teaching and Learning opportunities and identify how to make use of these activities in the ZALP classes.

Activity 1 (20 MIN)

Small groups should examine and identify the potential of the various materials, environments and resources. They should also identify resource persons who can enrich and stimulate the ZALP compressed curriculum activities.

A plenary session should be held so that all the possibilities can be examined and reviewed.

REMEMBER
Learning takes place in different ways. Learners need to understand their own environments, critically examine these environments and creatively master challenges. This is the beginning of a life-long learning process

ACTIVITY 2 (25 MIN)

The facilitator should arrange for the participants to work in small groups to select ONE Teaching/ Learning resource and explain how the selected resource can be used to enrich the Teaching/Learning experience for ZALP learners. Report to the whole group.

PLEASE NOTE. Each group must select a different resource.

Materials: text book, other materials, identified resource persons, the social and physical environments.

14. CONCLUSION

The Master Training Guide has proposed a variety of strategies and approaches that trainers may use during their training sessions. The propositions are not prescriptive. Trainers have the freedom to make adaptations so that they can come up with strategies and approaches that best suit their peculiar circumstances. What is critical is to ensure that approaches used are based on sound educational research. Wishing you successful training.

15. REFERENCES

Charlick, J. (in press). Accelerated Learning for Children in Developing Countries: Joining Research and Practice Together. Creative Associates International, Inc. Washington DC.
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