Accelerated Education Workshop

ACCELERATED EDUCATION WORKING GROUP

FACILITATOR GUIDE DAY 2

Principle 2

Day 2: Principle 2

What you will cover today:

Today you'll cover Principle 2, including pedagogy, curriculum and materials.

> ## Learning objectives:
>
> **At the end of Day 2, participants will be able to:**
>
> - **Describe the foundations of Accelerated Learning and discuss its implications for AE programme design, policy and funding.**
> - **Give examples of Accelerated Learning foundations in practice.**
> - **Explain the key characteristics of genuinely accelerated AE curriculum materials.**

Quick glance at today's agenda:

1. Welcome Back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Principle 2: Curriculum, Materials and Pedagogy are Genuinely Accelerated, AE-suitable, and Use Relevant Language of Instruction (Part 1: Pedagogy)		
09:00 – 11:15	2.1 Activity: Self-reflection	15 minutes
	2.2 Presentation: Accelerated Learning pedagogy	60 minutes
	2.3 Activity: Implications of Accelerated Learning pedagogy	30 minutes
	2.4 Discussion: Policy and funding to support Accelerated Learning	30 minutes
11:15 – 11:45	**Break**	**30 minutes**
3. Principle 2: Curriculum, Materials and Pedagogy are Genuinely Accelerated, AE-suitable, and Use Relevant Language of Instruction (Part 2: Curriculum and Materials)		
11:45 – 12:20	3.1 Presentation: Curriculum and materials	35 minutes
12:20 – 13:20	**Lunch**	**60 minutes**
13:20 – 14:15	3.2 Activity: Curriculum review	55 minutes
14:15 – 14:45	3.3 Discussion: AE curriculum examples	30 minutes
14:45 – 15:15	**Break**	**30 minutes**

Day 2: Principle 2

4. Country team		
15:15 – 15:45	4.1 Team check-in	30 minutes
Total time, including breaks and lunch		**7 hours, 15 minutes**

Materials needed for the day:

☐ Computer with projector

☐ **Day 2 Slide Deck (English)**: Download it and have it ready to use (https://inee. org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

☐ **Registration Form**: Annex 4 in the Facilitator Guide Introduction & Resources.

☐ **Day 2 Agenda**: 1 for each participant (Annex 5 in the Facilitator Guide Introduction & Resources) (or you can draw the agenda).

☐ **Pre-written flip-chart papers:** for open-space activity (see the preparation notes for more information).

☐ **AE curriculum overviews (general scope and sequence) and selected teaching and learning materials from the country or countries represented in this workshop:** 1 set per small group (see the preparation notes for more information).

☐ **A flip chart** with plenty of paper

☐ **Markers**: At least 2 for each small group in the open-space activity, plus one for you (open-space groups will have from 2 to 6 people)

Preparation notes:

In addition to gathering the above materials, follow these guidelines to get ready for Day 2:

- Add your own information to Slide 1 of the Day 2 PowerPoint.

- Before the workshop, gather and print curriculum overviews from AE programmes. See if you can collect examples from four or five countries, but it's fine if you can only access one or two countries. These materials may be the country's general scope and sequence or a similar overview. They will ideally include an overview of the AE curriculum, an example of a scope and sequence for one level, a facilitators' guide and learner materials.

- During today's lunch break, a facilitator will need to place the curriculum overviews on the tables for the upcoming small group activity.

- Before the day begins, write the four rules and one 'law' of open-space activities on a piece of flip-chart paper, and bring it to the workshop. These include:

Policy & Practice in Accelerated Education

Rules:

> » Whoever comes are the right people.

> » Whatever happens is the only thing that could have happened.

> » When it starts, it starts!

> » When it's over, it's over!

Law of Two Feet:

> » If we are neither learning nor contributing to a conversation, we should use our two feet to get up and move to another table.

- Before the day begins, prepare 5 flip-chart papers for groups to use in the open-space activity (you may need to duplicate one or more of these papers if you have more than 30 participants in your group). Each paper should have one of these headers:

  > » How can the foundations of AL pedagogy be put into practice at the **individual** level?

  > » How can the foundations of AL pedagogy be put into practice at the **classroom** level?

  > » How can the foundations of AL pedagogy be put into practice at the **AE centre** level?

  > » How can the foundations of AL pedagogy be put into practice at the **policy** level?

  > » How can the foundations of AL pedagogy be put into practice at the **funding** level?

Day 2 steps:

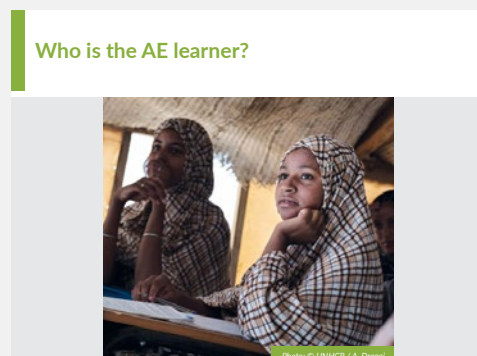| WHAT TO DO AND SAY	SLIDES AND HANDOUTS
Opening • Show this slide as participants enter the room and get settled.	**Slide 1** Accelerated Education Workshop DAY 2 Add the title of your training here. Add any additional logos.
1.1 Welcome back and review **Time: 30 minutes** • **Welcome** the group back. • **Say:** Yesterday we explored the foundations of Accelerated Education. We then discussed Principle 1. What stuck with you the most about yesterday's discussion? • **Discuss** what they've learned so far, and **answer** questions they may have.	**Slide 2** Welcome back!
Part 1. Accelerated Learning pedagogy	**Slide 3** Principle 2 Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction. **Part 1:** Accelerated Learning Pedagogy
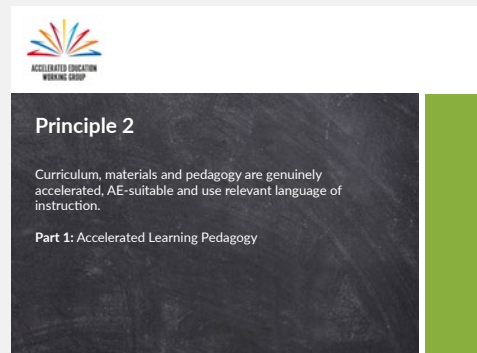
2.1 Activity: Self-reflection

Time: 15 minutes

Note: This activity introduces Principle 2 by encouraging participants to reflect on their own effective learning experiences.

- Show Slide 3. Read (or ask someone to read) Principle 2 aloud.
- Advance to Slide 4.
- **Ask** these questions:
  - » What is something you have learned outside of school or on your own?
  - » Why and how did you learn it?
  - » What characteristics facilitated your learning?
- Give participants 2 minutes to think about their answers. If time permits, have them turn to the person next to them and share their answers.
- **Ask** volunteers to share their answers with the large group.
- **Write** the characteristics they mention on a flip-chart page. Some possible characteristics might be holistic, self-directed, collaborative/social, engages multiple senses and systems, active/experiential or problem-based.

Slide 3

Principle 2

Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction.

Part 1: Accelerated Learning Pedagogy

Slide 4

Self-reflection

- What is something you have learned outside of the school setting or on your own?
- Why and how did you learn it?
- What facilitated your learning?

2.2 Presentation: Accelerated Learning pedagogy

Time: 60 minutes

- **Ask** participants to recall from earlier discussions who AE learners are. They should recall these characteristics of AE learners:
  - » They are over-age.
  - » They have been out of school for a substantial period of time, often involving working or caretaking.
  - » They have many life experiences to draw from and have immediate needs which present opportunities for learning.

Slide 5



Who is the AE learner?

Photo: © UNHCR / A. Dragoj

» They have not been able to access or succeed in formal schools and need more flexible options.

- **State** that using Accelerated Learning (AL) pedagogy is one way AEPs meet these young people's unique needs.

Accelerated Learning introduction

- **Say** that the AEWG has replaced the term "Accelerated Learning Programmes" with "Accelerated Education Programmes" for these reasons:

  » Accelerated Learning is a process for teaching and learning based on research in education, neuroscience and human development.

  » Accelerated Learning does not refer to faster learning. It instead means deeper learning. This can, in some cases, speed up the rate of knowledge acquisition. However, that is not the primary focus of Accelerated Learning pedagogy.

  » In contrast, AE incorporates many other elements (such as condensing the curriculum) to ensure that completion of the curriculum is done in an accelerated time frame.

  » Many AEPs struggle to implement AL pedagogical practices because of lack of resources, lack of teacher training, and the need to align with the national system. However, AEPs should strive to use AL pedagogy.

- **Say:** In this brief presentation, we will review seven characteristics of effective AL pedagogy. These are:

  1. Holistic instruction

  2. Schools and classrooms

  3. Learner-centred teaching

  4. Active, problem- and project-based learning

  5. Multiple intelligences and different learning styles

  6. Collaborative and peer-to-peer learning

  7. Technology

Slide 6

Accelerated Education or Accelerated Learning?
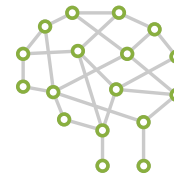
'The mind is not a vessel to be filled but a fire to be ignited.'
– Plutarch

Day 2: Principle 2

Holistic instruction

- **Say**: In AL, learning uses all five learning systems. Together, these create a holistic learning process.

- **Describe** each learning system, as seen on the slide:

  - » **Physical:** Learning begins with sensory input. All learning must first enter the body through the senses: touch, taste, smell, hearing and sight.

  - » **Social:** Humans are social beings and generally learn better when working together.

  - » **Emotional:** This includes emotional intelligence, self-awareness, self-management, self-motivation, awareness of others and relationship management.

  - » **Cognitive:** This involves the part of the brain that takes information from all other parts and incorporates it, interprets it and guides problem-solving and decision-making.

  - » **Reflective:** Humans need to reflect on their experience and to evaluate, interpret and connect information in order to use it and truly learn.

- **Say**: Instruction in AL incorporates activities that stimulate all five systems. Look for this pedagogy, as we will be using it throughout this training.

Schools and classrooms

- **Share** the following points, as shown on the slide:

  - » Classrooms are safe, welcoming and unthreatening. This is particularly important in conflict- and crisis-affected contexts, where learners and teachers may have experienced trauma.

Slide 7

Accelerated Learning is based on Holistic Instruction

- Physical
- Reflective
- Social
- Holistic Learning
- Cognitive
- Emotional

Slide 8

Schools and Classrooms are Conducive to Accelerated Learning

- Safe, welcoming space
- Full of visuals and real-life objects
- Facilitates individual, small-group and large-group work
- Pupil:Teacher ratio is 40:1 or fewer

Photo: © Geneva Global

» The classroom environment includes visuals and real-life objects that students can manipulate. These things help stimulate all five senses.

» The classroom is arranged to facilitate individual, small-group and large-group activities.

» The student-to-teacher ratio is much smaller than typical classrooms and should be no more than 40:1.

● **Summarise** this slide by saying that the AL classroom must be set up to facilitate the pedagogy you're discussing. This pedagogy cannot effectively occur in traditional classrooms with 50+ students crunched into rows of desks, staring at blank walls with a teacher writing on the blackboard.

Learner-centred teaching

● **Share** the following points:

» Learners' physical, social and emotional needs are addressed.

» Activities reduce rote memorisation and recitation of facts. Instead, they promote learning and understanding in meaningful ways.

» Learning activities provide opportunities to learn by doing (experiential learning) and build on learners' past experiences.

» Teaching is relevant to students' past experiences and locally relevant issues.

» Teaching (e.g. content/examples, activities, cognitive tasks) is age-appropriate.

Slide 9

Teaching is Learner-Centred

- Addresses physical, social, emotional needs
- Creates opportunities for experiential learning
- Relevant to students' experiences
- Age-appropriate

Photo: © Geneva Global

Active, problem-and project- based learning

● **Share** the following points:

» Activities help students discover and apply facts within real-life contexts and in locally relevant ways.

Slide 10

Learning is Active and Problem- and Project-Based

create
evaluate
analyze
apply
understand
remember

Learning is an adventure, with appropriate and locally relevant challenges.

» One way to do this is with problem- or project-based learning (both are often called 'PBL'). In PBL, students are expected to formulate a question or challenge, research or investigate to discover a solution, and share their findings or take action to make change. For example, AEP learners in a rural community might investigate and seek solutions for a common health problem or a water shortage during the dry season.

» Learning is framed as adventure with appropriate challenges.

» Learning activities provide opportunities to use higher order thinking skills, such as categorisation, comparison, summary, analysis and evaluation.

Multiple intelligences and different learning styles

- **State that** AL pedagogy acknowledges the eight ways of knowing:

  » Logical/mathematical: inductive and deductive thinking, numbers, abstract patterns

  » Visual/spatial: sight and visualising, creating mental images and pictures

  » Bodily/kinaesthetic: physical movement, wisdom of the body

  » Musical/rhythmic: recognition of tonal patterns and rhythm, including environmental sounds

  » Naturalist: recognition, appreciation and understanding of nature

  » Interpersonal: person-to-person relationships and communication

  » Intrapersonal: inner states of being, self-reflection, metacognition, awareness of spirituality

  » Verbal/linguistic: words and language, written and spoken.

- **Explain** that many education systems deal primarily with the logical/mathematical and the verbal/linguistic and neglect the other ways of knowing.

Slide 11

Accelerated Learning is Based on the Eight Ways of Knowing

Policy & Practice in Accelerated Education

Collaborative and peer-to-peer learning

- **Explain the following points:**

  » As discussed in relation to holistic learning, humans are highly social beings, and most learning occurs in groups. Therefore, while didactic teaching may occur in AL so students can obtain new knowledge, it is not the focus. Rather, more time is spent working individually and in small groups.

  » Classrooms may have learning centres or stations where students explore certain topics.

  » Classrooms are set up to facilitate peer-to-peer learning. When students have questions, they are more likely to turn to each other for support before turning to the teacher.

  » The teacher's role is to create an environment where this type of learning can occur and to circulate around the groups, providing support as needed.

Slide 12

Learning is collaborative and involves peer-to-peer work in addition to presentation
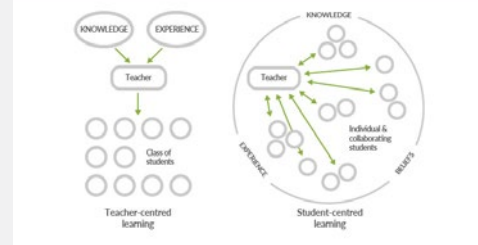
Technology

- **Explain** the following points:

  » Because of limited resources, distance to education centres or conflicts which make it dangerous to get to school, information communication technologies can be an important aspect of accelerating learning, if used *appropriately*.

  » Interactive radio instruction, educational television, computer-assisted instruction and programmes via SMS or text messages have all been used.

  » However, it is important to remember that computer technology is not a guaranteed solution. In fact, it can sometimes create more problems when technologies break and the financial and human resources are not available to fix them.

Slide 13

Teaching uses technology to supplement and enhance instruction

Speed Schools

- **Click** on the slide to open the Speed Schools video.

- **Show** the video.

- **Ask** participants to reflect on the foundations of Accelerated Learning pedagogy you've discussed.

  » Which of these foundations did they notice in this video?

  » How are these AL foundations being implemented in Speed Schools?

Slide 14

Accelerated Learning in practice

Video: © African Revival

2.3 Activity: Implications of Accelerated Learning pedagogy

Time: 30 minutes

Note: Here are two examples of group output from this activity:
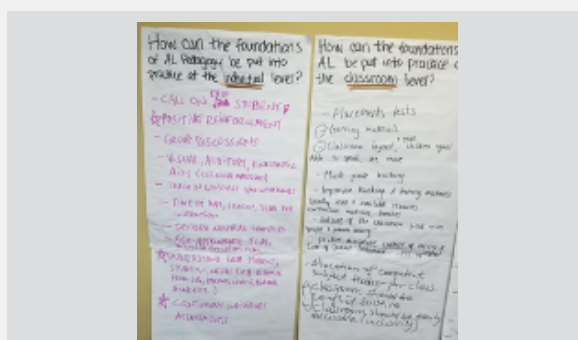
You will have written the questions on the flipchart papers earlier. In a few minutes, you'll hand these papers out to the group.

The introduction should take about 5 minutes, and the activity should take 25 minutes.

- **Say:** Now that we've learned about Accelerated Learning pedagogy, we're going to do an open space activity to reflect on Accelerated Learning pedagogy at the different levels of an AEP. These levels include the classroom and individual levels up to the funding and policy levels. Open space is a learning activity where participants engage in self-guided, small-group discussions about a topic.

Slide 15

Open space: Implications of Accelerated Learning

Goal: Give concrete examples of the implications of Accelerated Learning at each of the following levels (one level per group)

Funding
Policy
AE Centre
Classroom
Individual
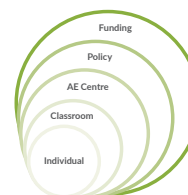
- **Refer** to Slide 15.

- **Say:** You will think about what Accelerated Learning pedagogy looks like at the individual, classroom, and AE centre or school levels, as well as the implications of AL pedagogy for policy and funding. For example:

  » At the individual level, the teacher can give gender-neutral examples and can make sure instruction is age-appropriate.

  » At the classroom level, the classroom can be set up in groups rather than in rows and can show student work on the walls.

  » At the school level, curriculum can include project-based units that are relevant to students' experiences.

- **Explain** these guidelines for the group work:

  » Each group will have a facilitator who will facilitate the conversation and take notes. The facilitator's role is to ensure the group is working on-topic, encourage everyone's participation, take notes on the paper and share out at the end. The facilitator will stay with one topic and paper throughout the session.

  » If you are not a facilitator, you may change groups anytime you want to.

- **Share** the four rules of open space activities, and show them these rules on the flip chart:

  » Whoever comes are the right people.

  » Whatever happens is the only thing that could have happened.

  » When it starts, it starts!

  » When it's over, it's over!

- **Share** the one law, and show it on the flip chart:

  • The Law of Two Feet. If we are neither learning nor contributing to a conversation, we should use our two feet to get up and move to another table.

Slide 15 (continued)

Open space: Implications of Accelerated Learning

Goal: Give concrete examples of the implications of Accelerated Learning at each of the following levels (one level per group)

Funding
Policy
AE Centre
Classroom
Individual
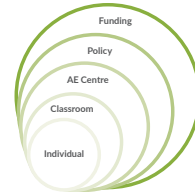
- **Ask** if there are any questions about the process.

- **Place** the open space activity papers on five separate tables or in separate areas of the room. **Announce** the topics as you place the papers so everyone knows which paper is in which location. Also **place** a marker on each paper.

- **Ask** for five volunteer facilitators, and have each facilitator move to one of the papers.

- **Ask** participants to choose a paper and move to it, forming small groups. There should be at least two, but no more than six, people in each group, and no one should work alone. If you have more than 30 participants, help them form additional groups to work on the same topic (so you'll need to create duplicate papers).

- **Say:** In your groups, answer the question at the top of your paper using examples of what AL pedagogy looks like at the level you are working on. As you think of examples, the facilitator will write them on the paper. Remember that the 'Law of Two Feet' means you are free to move to another group at any time, except for facilitators. We'll share and discuss these papers after the activity.

- **Advance** to Slide 16, and tell the group that you'll keep this slide visible to remind them of the AL foundations.

- Once everyone is clear about the rules and expectations, **say** 'Go!' and tell them to get started.

- **Move** around the room as groups work. **Offer** the following prompts, as needed:

  » Individual level: student-teacher inter-actions, classwork/homework and peer/group work

  » Classroom level: teaching and learning materials, organisation of classroom space

  » AE centres or schools: related to the community, teacher training and profes-sional development

Slide 16

Summary: Pedagogical foundations of Accelerated Learning

- Accelerated Learning is based on holistic instruction
- Schools and classrooms are conducive to Accelerated Learning
- Teaching is learner-centred
- Learning is active, problem- and project-based
- Teaching acknowledges multiple intelligences and different learning styles
- Learning is collaborative and involves peer-to-peer work in addition to presentation
- Teaching uses technology to supplement and enhance instruction

» <u>Policy</u> level: non-federal entity policies, policies around curriculum/exams, policies around teachers, teacher certification and non-national teachers

» <u>Funding</u> level: funding needed for specific teacher training for AL pedagogy, for learners to complete the full AEP cycle, to adequately resource the classroom/learner so that AL pedagogy can be used

- When they've worked for about 12 minutes, **tell** them how much time they have left.

- With 5 minutes left, **inform** them of the time, and remind them that they should have something to share by the end.

2.4 Discussion: Policy and funding to support Accelerated Learning

Time: 30 minutes

- **Ask** each group to summarise one of the examples of what AL pedagogy looks like at the level they were working at. Each group should speak for no more than two minutes.

- **Ask** participants to reconvene into the plenary.

- **Tell** the group that you will revisit the individual-, classroom- and school-level issues later as you continue with Principle 2. For now, you will transition to focusing on policy and funding issues.

- **Facilitate** a group discussion on this prompt:

» What are we doing, and what can we do, to make the policy and funding environment more conducive to accelerated learning methodology? Identify opportunities, openings, spaces and possibilities.

Slide 17

Discussion

What are we doing, and what can we do, to make the policy and funding environment more conducive to Accelerated Learning methodology?

Identify opportunities, openings, spaces and possibilities.

Break Time: 30 minutes

3.1 Presentation: Curriculum and materials

Time: 35 minutes

- **Say**: Our discussion before the break focused on the funding and policy implications of implementing Accelerated Education programmes that incorporate AL principles. Now let's look closely at the individual, classroom and programme levels and review examples of accelerated curriculum and teaching and learning materials.

- **Say**: Let's first take a few minutes to review what we discussed earlier.

- **Ask** participants what they've learned so far about the foundations of Accelerated Learning.

- **Take** between six and eight suggestions from participants.

Slide 18

- Very briefly **review** any of the seven pedagogical approaches that have not been mentioned:
    1. Holistic instruction
    2. Schools and classrooms
    3. Learner-centred teaching
    4. Active, problem- and project-based learning
    5. Multiple intelligences and different learning styles
    6. Collaborative and peer-to-peer learning
    7. Technology

Slide 18 (continued)

Overview

- **Direct** participants' attention to the slide.

- **Say:**

  » We'll begin by discussing characteristics of Accelerated Education curriculum and materials.

  » We'll then do a small group review of some materials.

  » And then we'll have a discussion about what you've learned.

  » By the end of these activities, we hope you will be able to recognise and describe the main characteristics of an accelerated curriculum and the quality teaching and learning materials that support this curriculum.

Slide 19

Overview of session

Photo: © UNHCR

- Characteristics of accelerated curriculum and materials
- Small group review of materials
- Plenary discussion

Principle 2 action points

- **Click through** the slide until all points are showing , reading each point aloud.

- **Direct** participants' attention to the slide, and inform them that they'll be focusing on the points under the 'Curriculum' and 'Teaching and learning materials' categories.

- **Say**: During your small group work, you'll look at examples of teacher guides. You'll discuss the resources and planning needed to ensure that quality materials are developed and that facilitators and students have adequate time to cover the content.

Slide 20

Accelerated Education programmes use:

Pedagogy
- Learner-centred, active and collaborative

Curriculum
- Condensed and prioritises literacy and numeracy skills
- Levelled, age-appropriate and competency-based
- Integrates social-emotional and other life skills

Teaching and learning materials
- Inclusive, gender- and conflict-sensitive
- Appropriate for age and level of cognitive maturity
- Use relevant and appropriate language of instruction

Condensed curriculum

- **Show** the slide with only the title. Don't click it yet.

- **Ask**: What do we mean by a condensed curriculum? You may get a response, but it's OK if you don't.

- **Say**: Let's look at two examples.

- **Click** the slide once to reveal 'Primary Grade 1'.

- **Say**: In the first example, the grade 1…

- **Click** the slide again to reveal 'Primary Grade 2'.

- **Say**: …and grade 2 curricula…

- **Click** the slide again to reveal the combined dark and light green rectangles.

- **Say**: …are combined, or squished, into one year

- **Ask**: What is likely to happen? (Someone might contribute an idea, but this is not necessary.)

- **Say**: This is often the image people have when they think of 'accelerated' education.

- **Click** three more times to reveal the three images below the first ones.

- **Say**: In this second example, the essential skills that are covered in Grade 1 and Grade 2 are identified, and the curriculum is built around these skills.

Slide 21

at the beginning:

when all parts are revealed:
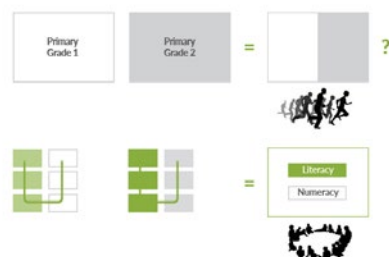
Prioritise literacy and numeracy

- **Explain** the following points:

  » This condensed curriculum model prioritises literacy and numeracy. For students who will enter formal school, these are the essential foundational skills they'll need to succeed. Older learners who may not return to formal education will need these skills to succeed in the marketplace, work, community and daily life.

  » Effective literacy curriculum includes all the components that are foundational to becoming a good reader:
    - Oral language development.
    - Explicit instruction in reading sub-skills, such as orientation to print, phonological awareness, phonics, decoding and word recognition, vocabulary development, fluency and comprehension.
    - Opportunities to engage in meaningful writing from the very beginning level.
    - Opportunities for purposeful reading.

- The numeracy curriculum includes the mathematical skills that enable problem-solving in daily life. These include basic number operations, patterns and relationships, geometry and measurement and data and statistics.

- Life skills, including social-emotional skills, provide the background around which literacy and numeracy skills are taught. In some AEPs, social-emotional learning and other life skills are integrated into the literacy and numeracy curriculum materials. Others have a separate life skills course that focuses on these skills of daily living. And in some AEPs, the background for all activities, whether numeracy, literacy or life skills, is a caring classroom environment, which is a key requirement for reinforcing SEL skill development.

Slide 22

Example 1

- **Explain** that this chart shows a structural example of how one AE curriculum is levelled. It's not important that participants read it, but it lets them briefly see a sample curriculum structure. It's from the Liberia Alternative Basic Education curriculum for older out-of-school youth, and it illustrates how one MoE has defined levels and the specific competencies covered in each level.

Slide 23

Example 2

- **Say:** Again, this is not meant for you to read, but it shows an example of the levelled progression of literacy skill development.

Slide 24

Example 3

- **Say:** This chart shows a further level of detail for literacy as well as numeracy, life skills and work readiness.

Slide 25

Psychosocial well-being and life skills acquisition

- **Explain** these points as you refer to the chart on the slide:

  » Quality AEPs provide opportunities for learners to strengthen their abilities and skills in recognising and managing emotions, caring about others, getting along with others and making good decisions.

  » These skills are sometimes covered in life skills courses. In other settings, they are integrated into the fabric of all classroom interaction.

  » Separate life skills courses also cover topics such as physical and emotional health, caring for the environment, communicating with others and community participation.

Slide 26

Integrate psychosocial well-being and life skills acquisition

- Social-emotional skills
- Healthy behaviours
- Community participation
- Work readiness

Adapted from: CASEL 2020

Age-appropriate activities and materials

- **Ask**: What does it mean to be age-appropriate? What does it mean to be appropriate for the learner's level of cognitive maturity? (Allow for one or two brief responses).

- **Ask**: Will materials that are appropriate for the children on the left be appropriate for the older youth on the right? (Allow for one or two brief responses).

- **Say**: You can all think of examples from your own work of ways to ensure that activities and reading materials are appropriate for different groups of learners.

Slide 27

Age-appropriate activities and materials

Photos: © UNHCR

Gender-sensitive and inclusive

- **Say:** AE pedagogy, curriculum and materials are sensitive to gender and to inclusive education practices. These illustrations accompany reading materials and small group activities that prompt students to discuss discrimination based on religion and physical abilities, as well as conflict resolution.

Slide 28

Gender-sensitive and inclusive practices

Photos: © UNHCR

Relevant language of instruction

- **Say**: Decisions about relevant and appropriate language of instruction are context-specific and often age-related.

- **Ask** for some quick responses to these questions:

  » What are some of the contextual issues related to language of instruction? (Possible answers include language used in formal school, language of business and commerce, language of power and control.)

  » What considerations are related to age and developmental stage? (Possible answers include level of proficiency in first/mother-tongue language, exposure to other languages.)

  » What are some of the logistical considerations? (Possible answers include number of languages used in the target area, availability of teachers, materials in one or more languages.)

- **Say**: One programme met these challenges by conducting literacy and numeracy instruction in the language used in formal school (French) and using the local language for activities related to social-emotional learning (SEL).

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Use relevant language of instruction

AL pedagogy

- **Say**: And, finally, we return to where we started in this presentation. Throughout, the Accelerated Education curriculum and materials call for the Accelerated Learning pedagogy we have discussed. This includes an emphasis on student-centred learning, in which the teacher serves as a facilitator but students direct their own learning, both individually and in groups.

Slide 30
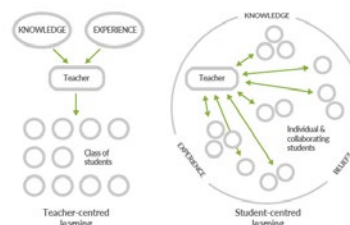
Lunch Time: 60 minutes
Note: During the lunch break, a facilitator will need to place the curriculum materials on the tables for the upcoming small group activity.

3.2 Activity: Curriculum review

Time: 55 minutes

Note: Make sure you have the curriculum overviews ready for the groups at each table.

- **Say:** We're now going to look at several examples of AE curriculum. Please note that none of these examples meet all the characteristics we've just discussed. The purpose of this review is not to critique the quality of the materials. Rather, it's to become more familiar with these characteristics by seeing actual ways they are reflected, or not reflected, in the materials. At the end of your group work, we'll reconvene to discuss what you've found.

- Ask everyone to get out their *Accelerated Education Programme Checklist* and look at Principle 2 on p. 3.

- **Organise** participants into small groups (ideally around 5 groups with an average of 4 people per group). If you know a good deal about participants and the materials you're using, you may want to determine these groups yourself. Self-selection works better when participants are familiar with the countries from which the materials originate.

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- **Ask** participants to take their *Accelerated Education Programme Checklist* **to their groups.**

- Briefly **describe** the materials on each table.

- **Give** groups these instructions:

  » **Look** through the materials. Spend no more than 20 minutes doing this.

  » **Refer** to p. 3 of the *Accelerated Education Programme Checklist* for Principle 2, and try to determine if the curriculum meets the action points.

  » Be prepared to share the following with the full group:

    • One example of how the materials meet one or more of the action points.

    • One question, challenge or issue that came up during your discussion.

- **After 20 minutes,** let everyone know it's time to begin looking at the checklist to determine if the curriculum meets the action points.

- After 55 minutes, reconvene the plenary group.

Handouts

- **Accelerated Education Programme Checklist** (which they should bring)
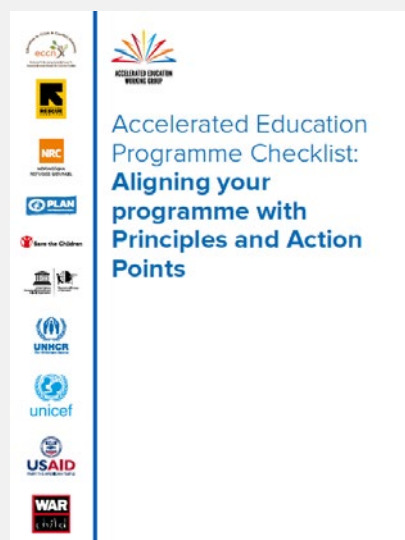

3.3 Discussion: AE curriculum examples

Time: 30 minutes

- Ask one group to lead the discussion by giving an example of how the materials they reviewed met one of the Principle 2 action points.

- Ask by a show of hands if any other groups had the same or a related example.

- Ask one of those groups to give another example, and for other groups to indicate if they found similar or related examples.

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Plenary discussion

- Examples of genuinely accelerated curriculum, materials and pedagogy?

- Questions, challenges, comments?
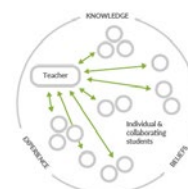
- **Continue** until all groups have had a chance to give an example.

- Most likely, several questions or challenges will be expressed during the discussion. **Build** on these by discussing the challenges of developing and fully implementing a genuinely accelerated curriculum.

- **Summarise** the discussion, and allow a few minutes for each person to take notes about important ideas to take into their team meeting after the break.

Break Time: 30 minutes

4.1 Team check-in

Time: 30 minutes

- **Ask** teams to convene and do the following:

  » **Complete** the Principle 2 checklist on p. 3 of the *Accelerated Education Programme Checklist*.

  » **Share** notes and discuss things to include in their presentation.

- Groups should not leave until they've completed their checklist for Principle 2, or they should plan a time to do that before Day 3 begins.

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TEAM DAILY CHECK-IN

Handouts

· Accelerated Education Programme Checklist

Accelerated Education Programme Checklist: **Aligning your programme with Principles and Action Points**