



Accelerated Education Introductory Teacher Training Pack

Communication

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This is Session 17 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

17: Communication

TRAINER OVERVIEW	
Session time	3 hours
AE teacher competency	8: Interacts positively with learners 9: Is a positive role model 16: communicates effectively
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none"> 1. Respect and communicate positively with AEP learners 2. Practice good listening skills with learners, teachers, and the community 3. Articulate the importance of connecting with parents, families, and communities to support learner's progress and achievement 4. Use strategies to encourage greater community involvement in the centre
Materials	» Trainer Resource 17.1: Pictures of AEP learners » Trainer Resource 17.2: Why don't parents get involved? » Handout 17.1: Blank cartoon (1 copy per participant) » Handout 17.2: Case study: Jane creates a welcoming environment (1 copy per participant) » Handout 17.3: Examples of parental involvement (1 copy per participant) » Agree-disagree signs » Flip chart, paper, markers

OVERVIEW

Steps	Method	Time	Materials
1. Introduction	Presentation	5	Session Outcomes
2: Respecting and listening to others	Picture Group work Listening to a story roleplay	55	Trainer Resource 17.1: Pictures of AEP learners
3: Involvement with the community	Agree-disagree Cartoon	45	Agree-disagree signs Handout 17.1: Blank cartoon. Trainer Resource 17.2: Why don't parents get involved?

BREAK

4: Creating a welcoming environment	Case study Role play	45	Handout 17.2: Case study: Jane creates a welcoming environment
5: Encouraging parental involvement	Group work Thumbs up/down	20	Handout 17.3: Examples of parental involvement
Reflection		17	Session Outcomes



STEPS

1. Introduction

1. Write the title of the training session on the board: *17: Communication*.
2. Say:
 - Welcome to session 17: Communication.
 - This session looks at the relationship between the AEP teacher and learners, and between the centre and the community. It focuses on showing respect and using good listening skills to enhance relationships. It also looks at how the teacher can involve the community and parents more in their children's learning.
3. Put up the outcome handout on the board/wall.
4. Say
 - By the end of the session, you will be able to:
 1. respect and communicate positively with AEP learners
 2. practice good listening skills with learners, teachers, and the community
 3. articulate the importance of connecting with parents, families, and communities to support learner's progress and achievement
 4. use strategies to encourage greater community involvement in the centre



2: Respecting and listening to others

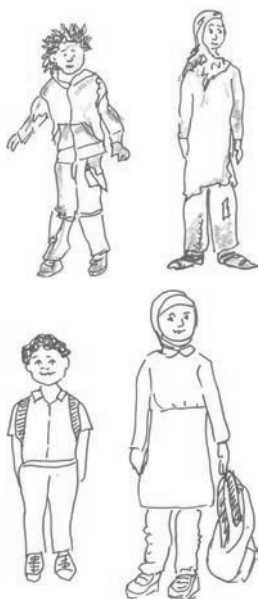
INTRODUCTION: WHO DO WE RESPECT¹? (15 MIN)

1. Say:
 - As AEP teachers we should both give and receive respect.
2. Make groups of 2 for think-pair-share.
3. Say:
 - Discuss with your partner the question.
 - What is respect?
4. After a few minutes ask each pair to give you one idea.

Answer

Respect: Politeness, honour, and care shown towards someone or something that is considered important such as your family, community, AEP learners and co-teachers.

Trainer Resource 17.1



5. Ask 2 participants to come to the front to hold the pictures.
6. Show the pictures in Trainer Resource 17.1.
7. Ask:
 - Who does the community show most respect to? Why?
 - Who do girls respect? Why?
 - Who do boys respect? Why?
 - Who do boys make fun of? Why?
 - Who do girls make fun of? Why?
 - Who do small children respect? Why
 - Who do small children make fun of? Why
 - Does the way we dress and behave affect the way other people respect us?
8. Say:
 - Often, we judge others on the way they look rather than on the way they behave. If we make a negative judgement, we often do not treat or represent these learners well – we may ignore them or their treatment by other learners. As AEP teachers we need to show respect to all learners regardless of their background.
9. Make groups of 2 for think-pair-share.
10. Say:
 - Discuss with your partner the question.
 - How can we show respect?
11. After a few minutes ask each pair to give you one idea.
12. Add any ideas missing

The ways we can show respect:

- being trustworthy
- valuing other people's property
- being honest
- being reliable
- being willing to listen
- being aware of others needs
- not insulting people or making fun of them
- listening to others when they speak
- valuing other people's opinions
- be considerate of people's likes and dislikes
- don't talk about people when they are not there
- being sensitive to other people's feelings
- not pressuring someone to do something he or she doesn't want to do

INPUT: STORY ABOUT LISTENING² (15 MIN)

1. Explain task:

- For the next activity I will read a story about an AEP teacher called Jane.
- I will read one paragraph at a time then I will ask you how Jane felt.
- Listen carefully.

2. Read each paragraph then ask the questions:

- How did Jane feel? Why?

Story: Sarah wants to talk

Sarah was a new AEP teacher in the school. She was sitting alone in her AEP classroom. She missed her old school and her friends. She wished she could be back at that school.

- How did Sarah feel? Why?

Sarah went to the office. She wanted to talk to her AEP Centre manager. Her AEP Centre manager was busy filling in forms. Sarah started to talk with AEP Centre manager but instead he asked her to pass a register he needed. Then the AEP Centre manager started complaining about how much work he had to do and the number of forms he had to fill. Sarah left quietly.

- How did Sarah feel? Why?

Sarah went to talk to her male colleague Bala. Bala had a phone and was reading a message from his friend. Bala said "What's up Sarah?" Sarah started to tell Bala but a ping went and another text message arrived. Bala read it and started texting a reply. When Sarah stopped talking Bala said "What did you say?"

- How did Sarah feel? Why?

Sarah went to the next class to talk with her friend Amina. Every time Sarah started talking, Amina, who was older would give her advice. She would get to like this school, make new friends and told Sarah what she should do. Sarah gave up and went to sit outside.

- How did Sarah feel? Why?

Mrs. Ahmad, a member of the Community Education Committee was walking past. She could see how Sarah was feeling. She sat next to Sarah and asked, "What's the matter?" Mrs Ahmad sat quietly and listened carefully to everything Sarah said. She nodded now and then. At the end she asked Sarah how she could help.

- How did Sarah feel? Why?

3. At the end of the story, ask:

- What do we learn from this story?
- Does this type of situation happen in your life?
- If a person does not listen well to another person, what might happen?

4. Ask:

- How easy or difficult did you find it to listen to this story?

PRACTICE: LISTENING SKILLS (25 MIN)

1. Say:

- As an AEP teacher we need to listen to learners in the class – to their ideas, concerns, and their complaints.

2. Explain task:

- For this activity I will put you into groups.
- In your group think of the characteristics that make a good listener and the characteristics that make a bad listener.
- List them in your notebook.
- You have 5 minutes for this task.

3. Make groups of 4 sitting next to each other.

4. After 5 minutes, ask each group in turn to give one characteristic of a good listener and write it on a chart. Continue until all ideas are finished.

5. Ask each group in turn to give one characteristic of a bad listener and write it on a chart. Continue until all ideas are finished.

6. Add any missing ideas:

GOOD LISTENER	BAD LISTENER
» listens with full attention	» a learner goes to them with a problem, but they do not listen
» uses encouraging words or sounds	» does not look at the person
» answers questions	» keeps the person waiting
» body language is supportive, nods their head	» does something else when the person is there
» gives feedback in a nice way	» interrupts
» does not judge the person	» talks over the person
» respects the person	» talks about themselves rather than listens
» will not tell secrets to other people and is confidential	

7. Explain task:

- For the next activity you will remain in the same group.
- In the same groups you will prepare a 2-minute role play of a listening situation. I will assign you a good or bad listening situation.
- You will have 5 minutes for this task.

8. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
9. Assign half the groups to role play a good listening situation and half the groups a bad listening situation.
10. Monitor and support each group.
11. After 5 minutes, ask one group with an effective role play for good listening skills to demonstrate it to the class.

REFLECTION

1. Ask:
 - I want you to reflect on what you will do to become a better listener. Set yourself a goal and write it in your notebook.
2. Say:
 - We listen to others because it shows them we care and are interested.
 - In AEP classes, listening allows us to find out information.
 - As many activities are completed in groups, it is important that the learners practice good listening too.



3: Involvement with the community

INTRODUCTION/INPUT: WHY IS PARENTAL INVOLVEMENT IMPORTANT? (20 MIN)

1. Show the signs for agree and disagree and put them on opposite sides of the room.
2. Say:
 - We will now do an agree-disagree activity
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓)
 - If you disagree walk to the cross (X)
3. Read the sentences in turn. Pause after each sentence to give participants time to walk.
4. Ask some participants to talk about their decision and give their opinion. Provide feedback if necessary.

Definition:

Social cohesion: The willingness of members of a community to cooperate with each other in order to survive and prosper.

- A. Parental involvement is not necessary for their child's learning.
(Disagree: Parental involvement encourages involvement in their child's learning.)
- B. Parental involvement means creating relationships with the teachers.
(Agree: These relationships can be used later to provide feedback, request information and support.)
- C. Parental involvement does not improve cooperation between different community groups.
(Disagree: Effective community involvement increases social cohesion between different groups. Parents meet each other during AEP centre activities.)
- D. Encouraging parental involvement gives parents a greater understanding of the AEP centre and ownership of what happens. (Agree)
- E. When parents are involved in the AEP centre they don't need to join a Community Education Committee.
(Disagree: The more parents that are involved in the AEP centre, the more they are likely to join the CEC.)

5. Say:

- Often parents and the community will not engage with the AEP centre as they think their job is only to send the learners to class.

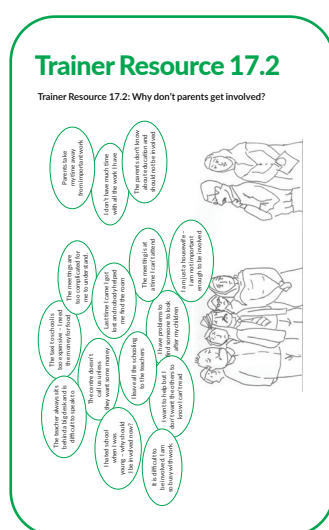
PRACTICE: BARRIERS TO PARENTAL INVOLVEMENT (25 MIN)**Handout 17.1**

Handout 17.1: Blank cartoon

**1. Explain task:**

- For the next activity I will put you in groups.
- Each group will have Handout 17.1.
- The teacher (the man) has asked the parents to come to a meeting the next day. The parents are unhappy about attending.
- Complete the cartoon with the reasons the parents have for being unhappy about attending the meeting.
- Fill the speech bubbles for the parents.
- In the teacher's speech bubbles put the reasons that teachers have for not being involved with parents.
- You can add more speech bubbles.
- You have 10 minutes to complete the task.

2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Make groups of 4.
4. Indicate where each group will sit for the task.
5. Distribute **Handout 17.1**.
6. After 10 minutes ask the groups to put the cartoons on the wall for a gallery walk.
7. Conduct a gallery walk and ask participants to look at the cartoons for a few minutes. Show the completed cartoon (**Trainer Resource 17.2**).
8. Summarise the reasons for lack of parental involvement.



Reasons AEP centres may discourage parental involvement

- AEP teachers do not feel parents should be involved in what happens in the classroom
- Teachers think involving parents creates more work for them
- Teachers do not have time with so much work to do (full timetables, double sessions and lots of marking) and other jobs that have to be completed
- Large classes make it hard for teachers to see every learner's parents and limit the time available for each set of parents.

REFLECTION

1. Say:

- Involving parents, family members, carers and community members in AEP centre-based activities supporting their children's learning can have a significant impact.
- Learners are more likely to achieve more, attend AEP centre regularly, show improved behaviour, adapt well to the AEP centre, and have better social skills. AEP learners want their family to know they are doing well.



4: Creating a welcoming environment:

INTRODUCTION

1. Say:

- Recent research in many countries has suggested that a good starting point to improve parent and community involvement is to strengthen communication between the centre, parents, and community. As we have seen in the last activity, often parents and community members do not feel welcome in the centre.

INPUT: WHAT TEACHERS CAN DO? (25 MIN)

1. Make groups of 2 for think-pair-share.

2. Explain task:

- Read the case study in Handout 17.2 and discuss the questions at the end.
- You have 10 minutes for this task.

Handout 17.2

Handout 17.2: Case study³: Jane creates a welcoming environment

Read the case study and answer the questions below.

Jane is a new AEP teacher in an AEP centre. Jane came to the centre eager to help the learners in her class achieve good results and enjoy learning. When she first met the learners in her level 2 class, many came from poor homes, many were refugees and it also appeared that the parents did not talk to the AEP centre or take any interest in their children's studies.

As an experienced teacher, Jane realised immediately that there was a lot of work to do to engage the parents in their children's education. First, she asked the AEP Centre manager how the AEP centre engaged with parents. The AEP Centre manager explained that the AEP centre only called the learner or made caregivers when there were problems. Few parents responded positively to this and those who did come tended to be very aggressive. Apart from calling them to address problems, the AEP centre had little contact with parents.

Jane, with the AEP Centre manager's permission, started planning ways to contact parents.

She wanted to begin in a positive way and so wrote a letter to the parents/caregivers, to both the father and mother, introducing herself and asking them both to attend a meeting at the start of the term so that they could all meet each other. She wrote that she wanted to explain the way she worked with learners and how together they could improve their achievements.

Jane then set about planning the meeting, thinking first about what she wanted to say. As well as showing how much she valued the opportunity to meet the parents, she wanted them all to feel welcome. Jane arranged the classroom with chairs in a circle so that it would seem friendly and put up a display of the learners' drawings. Jane made sure there was a clear sign on the classroom door and signs showing the way to her classroom. Jane arranged for some tea to be served to the parents that arrived.

At the meeting, Jane began by thanking the 15 families who turned up on time. She introduced herself and asked the parents to introduce themselves too. She asked each parent to say the name of their child and something that child did well.

Jane then explained how she worked as a teacher and what her expectations of the learners were, such as learners arriving punctually with their books, being kind towards and supportive of each other, doing their homework, being polite, behaving sensibly, trying their best and working hard. After a few questions from the parents, she went on to talk about what the learners would be studying during the coming term and the upcoming challenges, especially within the curriculum, which some learners might find hard. She asked for their support in making sure the learners attended regularly and tried to do any homework that was set.

She encouraged the parents to tell her if they noticed that their child seemed to be having difficulty. Jane explained how she would assess their children's progress and how she would inform them of any concerns she had, so that help and support could be given as needed.

The names of the meeting and the issues discussed caused much interest among the parents of learners in other classes and also among some of the parents who did not attend Jane's meeting. Jane wrote a summary of the meeting and sent a copy to all the parents of her class.

1. What did Jane do to encourage parents to be involved in their children's learning?
2. What does Jane need to do now?

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Distribute **Handout 17.2**.

Case study questions

1. What did Jane do to encourage parents to be involved in their children's learning?
2. What does Jane need to do now?

5. After 10 minutes, discuss the answers to the questions.

Answers

- found out the system for contacting parents
- wrote a letter outlining the meeting explaining who she was
- invited both male and female members to the meeting
- planned meeting so it was friendly with displays of work from their children
- put up clear signs to guide parents to the meeting
- provided refreshments
- gave time for introductions
- gave an outline of course, the expectations of learners, progress assessments etc
- answered questions
- summarised meetings and sent a copy to all parents

6. Ask:

- Have you tried any of these approaches?

PRACTICE: COMMUNICATING WITH PARENTS (20 MIN)

1. Say:

- Many parents feel nervous when they arrive at the AEP centre. The parents may feel uncomfortable or shy and want to sit far away from the teacher.

- As the teacher it is our responsibility to make the parents feel welcome and comfortable. We can ask the parents to introduce themselves and say the name of their child and what their child is good at.

2. Explain task:

- For this activity I will put you in groups of 3.
- In your group, one will be the teacher and two are parents.
- The teacher will ask questions to put the parent at ease, so they feel comfortable discussing their child.
- Remember this is an opportunity to find out more about the experience and interests of the AEP learner.
- You will have 5 minutes then I will ask you to change roles.

3. Make groups of 3.

4. Monitor the groups.

5. Ask 1 or 2 groups to demonstrate their role play.

REFLECTION

1. Say:

- Although involving parents/caregivers in AEP centre life can be a challenge for teachers, research shows that teachers can do a lot to increase parental involvement.
- Parents receiving frequent and positive messages about their children from teachers often become more involved in their children's education than parents who do not.
- Many parents respond to encouragement from teachers to share knowledge about their children and to support their learning at home.
- The attitude and actions of the AEP centre towards the parents/caregivers is a far more important indicator of involvement in the centre than parent's income, educational level, nationality, or previous school-volunteering experience.



5: Encouraging parental involvement

INTRODUCTION/INPUT: TYPE OF PARENTAL INVOLVEMENT (15 MIN)

1. Explain task:

- For this activity you will work in groups.

Handout 17.3

Handout 17.3: Examples of parental involvement

In your group discuss what is happening in the pictures.
Write the activity next to the pictures.
Groups have 10 minutes to complete this activity.



- Each group will discuss what is happening in the pictures in Handout 17.3.
- Write on the handout what is happening.
- Groups have 10 minutes to complete the task.

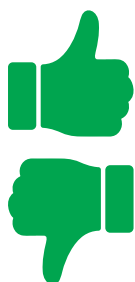
2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Make group of 4-5.
4. Distribute **Handout 17.3**.
5. After 10 minutes, ask:
 - What activity is happening in each picture?
6. Listen to their ideas.

Possible ideas

- A graduation ceremony
- Parents attending the performance of a song, story, reading, or some artwork
- Parents providing expert information e.g., in a life skills class some parents are invited to talk about their work as a midwife/shop keeper/ community leader/ elder/ religious leader
- Parents helping out with the recreation activities, by reading or telling a story, helping with learning songs or helping with the games
- Parents helping out with some classes by providing 'answers. When a learner is unable to complete their interactive homework interviewing a parent, the learner can ask the volunteer parent
- Parents volunteer to help in the classroom to make some materials or put up displays

PRACTICE: COMMITMENT TO PARENTAL INVOLVEMENT (5 MIN)

1. Say:
 - We will use the 'Thumbs up thumbs down' method.
 - Listen to the sentences. If you agree with the statement, put your thumb up.
 - If you disagree put your thumb down.



**Trainer tip:**

Note what the participants' feel they can and cannot do regarding parental engagement. This may form a coaching session.

2. Read out the statements. After each statement ask a participant why they chose this answer if it is appropriate.

- A. I will invite parents to displays of my learners' work
- B. I will invite parents to attend a performance by my learners during the AEP Level.
- C. I will encourage parents to visit my classes.
- D. With the other teachers I will plan to hold a graduation ceremony for AEP learners.
- E. I will make time during the AEP week or month to enable parents to see me to discuss their children's progress.
- F. I will learn more about the community and who could provide support to the AEP class.

3. Thank the participants for showing their commitment to engaging parents in the AEP centre life.

REFLECTION

1. Say:

- Many AEP learners have skills and experience that can be used to encourage parents and the community to support and attend the centre. The work involved in parental involvement can be shared with the learners. In many cases, the learners want to take on the responsibility to show that they are becoming independent.



Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
5. Ask some groups to share their answers.

----- END OF SESSION -----

End Notes

¹ Adapted from NRC. (2017). Child Emergency Pack (CEP) Age 6-9, Syria Response Office.

^{2,3} Adapted from NRC. (2018). Summer School Teacher Training Manual Education in Host Communities, Jordan.

Ideas for coaching

- AEP Centre manager and trainer can role model good listening skills during lesson feedback sessions.
- If a teacher invites a parent to school to discuss a child's progress or behavioural issues, the AEP Centre manager or trainer can be present to provide support and feedback on how the teacher handled the meeting.
- The AEP Centre manager can provide ongoing support to teachers' attempts to engage parents in learning.

Ideas for collaborative learning/self-study

- Teachers can work together to agree on a strategy to encourage greater parental involvement.
- Teachers can peer observe classes and give feedback on communication skills in class.

Session Outcomes

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

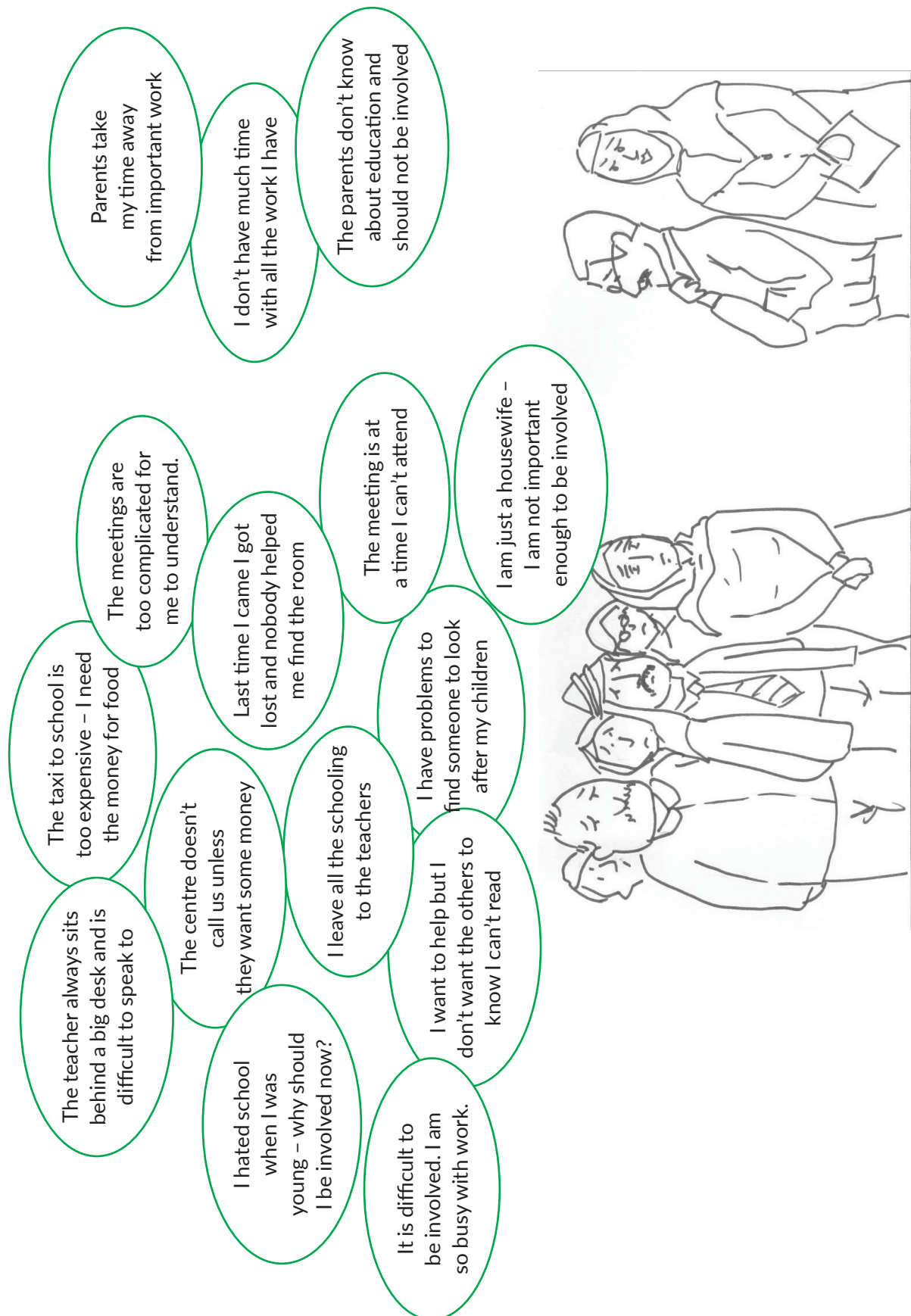
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4. use strategies to encourage greater community involvement in the centre

Trainer Resource 17.1: Pictures of AEP learners





Trainer Resource 17.2: Why don't parents get involved?



Handout 17.1: Blank cartoon



Handout 17.2: Case study³: Jane creates a welcoming environment

Read the case study and answer the questions below.

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Handout 17.3: Examples of parental involvement

In your group discuss what is happening in the pictures. Write the activity next to the picture.

