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# Accelerated Education Introductory Teacher Training Pack

## Opening Session and Pre-test

# Opening Session and Pre-test

This is Session 0 of 18 of 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.

## 0: Opening Session and Pre-test

### TRAINER OVERVIEW

|                              |   |
|------------------------------|---|
| <b>Session Time</b>          | 2-3 hours   |
| <b>AE teacher competency</b> | 14: Uses assessments<br>15: Maintains accurate AEP documentation  |
| <b>Learning Outcomes</b>     | At the end of the session participants will be able to:<br>1. Complete registration and teacher profile forms<br>2. Complete pre-test self-assessment   |
| <b>Materials</b>             | » Handout 0.1: Example registration form<br>» Handout 0.2: Example teacher profile form<br>» Handout 0.3: Example attendance sheet<br>» Handout 0.4: AE teacher competencies<br>» Handout 0.5: AE teacher competency mark sheet |

### OVERVIEW

| Steps                       | Method           | Time | Materials  |
|-----------------------------|------------------|------|--|
| 1. Registration             | Independent work |      | Handout 0.1: Example registration form<br>Handout 0.2: Example teacher profile form<br>Handout 0.3: Example attendance sheet |
| 2. Opening speeches         |                  |      |  |
| 3. Pre-test Self-assessment | Self-assessment  | 45   | Handout 0.4: AE teacher competencies   |

# STEPS

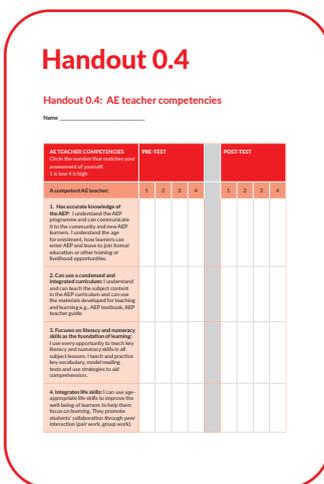
## 1. Registration

1. As teachers arrive ask them to complete **Handout 0.1 and 0.2**. The facilitator should complete Handout 0.3 once all participants have arrived.

## 2. Speeches

1. Conduct speeches.

## 3. AE teacher competency self-assessment (45 min)



1. Show **Handout 0.4**.
2. Explain task:
  - In this activity, I will give you Handout 0.4. which has 20 AE teacher competencies.
  - I want you to read the competencies and then assess yourself and circle the number from 1-4 that indicates where you think you are.
  - 1 is the lowest and means that you are new to teaching with no or little experience.
  - 4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.
  - If there are any words that are difficult, underline them and ask me for their meaning.
  - You have 40 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
4. Distribute **Handout 0.4**.
5. Monitor the participants and help with any vocabulary that they find difficult. Write these words on a chart with a meaning if possible.
6. After 40 minutes ask the participants to stop.
7. Say:
  - Please write your name on the handout. At the end of the session I will collect the handouts. Then at the end of the training course, I will return the handout. You will have the chance to re-assess yourself to see what progress you have made on the training course.

# Handout 0.1: Example registration form

| #  | NAME | ORGANISATION | E MAIL CONTACT |
|----|------|--------------|----------------|
| 1  |      |              |                |
| 2  |      |              |                |
| 3  |      |              |                |
| 4  |      |              |                |
| 5  |      |              |                |
| 6  |      |              |                |
| 7  |      |              |                |
| 8  |      |              |                |
| 9  |      |              |                |
| 10 |      |              |                |
| 11 |      |              |                |
| 12 |      |              |                |
| 13 |      |              |                |
| 14 |      |              |                |
| 15 |      |              |                |
| 16 |      |              |                |
| 17 |      |              |                |
| 18 |      |              |                |
| 19 |      |              |                |
| 20 |      |              |                |
| 21 |      |              |                |
| 22 |      |              |                |
| 23 |      |              |                |
| 24 |      |              |                |
| 25 |      |              |                |

# Handout 0.2: Example teacher profile form

Full name \_\_\_\_\_

Male/Female \_\_\_\_\_

State/Province \_\_\_\_\_ District \_\_\_\_\_

Address \_\_\_\_\_

Contact details (phone number, email, WhatsApp, etc.) \_\_\_\_\_

LANGUAGE PROFICIENCY: 1 = BASIC 2 = SATISFACTORY 3 = GOOD 4 = PROFICIENT

| LANGUAGE (S) | LISTENING | SPEAKING | READING | WRITING |
|--------------|-----------|----------|---------|---------|
|              |           |          |         |         |
|              |           |          |         |         |
|              |           |          |         |         |

### EDUCATION QUALIFICATIONS:

Please circle what level of education you have.

| PRIMARY COMPLETION CERTIFICATE | SECONDARY COMPLETION CERTIFICATE | FURTHER EDUCATION |
|--------------------------------|----------------------------------|-------------------|
| Degree                         | Master                           | Phd               |
| Other                          |                                  |                   |

### TEACHING QUALIFICATIONS

Please check the relevant box to indicate your teaching qualification.

|                   |                          |                       |                          |                  |                          |
|-------------------|--------------------------|-----------------------|--------------------------|------------------|--------------------------|
| 2-year diploma    | <input type="checkbox"/> | Education certificate | <input type="checkbox"/> | Education degree | <input type="checkbox"/> |
| Education masters | <input type="checkbox"/> | Master                | <input type="checkbox"/> | Phd              | <input type="checkbox"/> |
| Other             | <input type="checkbox"/> |                       | <input type="checkbox"/> |                  | <input type="checkbox"/> |

Additional training received:

### TEACHING EXPERIENCE

| YEAR | FORMAL SCHOOL GRADE / AEP LEVEL | SUBJECTS TAUGHT | SUBJECT SPECIALTY |
|------|---------------------------------|-----------------|-------------------|
|      |                                 |                 |                   |
|      |                                 |                 |                   |
|      |                                 |                 |                   |
|      |                                 |                 |                   |

# Handout 0.3: Example attendance sheet

Accelerated Education Programme Introductory Teacher Training Course ATTENDANCE SHEET Date \_\_\_\_\_ to \_\_\_\_\_

| #  | NAME | AEP CENTRE | LEVEL | CONTACT DETAILS<br>PHONE/EMAIL | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 | DAY 6 | DAY 7 |
|----|------|------------|-------|--------------------------------|-------|-------|-------|-------|-------|-------|-------|
|    |      |            |       |                                | am    | pm    | am    | pm    | am    | pm    | am    |
| 1  |      |            |       |                                |       |       |       |       |       |       |       |
| 2  |      |            |       |                                |       |       |       |       |       |       |       |
| 3  |      |            |       |                                |       |       |       |       |       |       |       |
| 4  |      |            |       |                                |       |       |       |       |       |       |       |
| 5  |      |            |       |                                |       |       |       |       |       |       |       |
| 6  |      |            |       |                                |       |       |       |       |       |       |       |
| 7  |      |            |       |                                |       |       |       |       |       |       |       |
| 8  |      |            |       |                                |       |       |       |       |       |       |       |
| 9  |      |            |       |                                |       |       |       |       |       |       |       |
| 10 |      |            |       |                                |       |       |       |       |       |       |       |
| 11 |      |            |       |                                |       |       |       |       |       |       |       |
| 12 |      |            |       |                                |       |       |       |       |       |       |       |
| 13 |      |            |       |                                |       |       |       |       |       |       |       |
| 14 |      |            |       |                                |       |       |       |       |       |       |       |
| 15 |      |            |       |                                |       |       |       |       |       |       |       |
| 16 |      |            |       |                                |       |       |       |       |       |       |       |
| 17 |      |            |       |                                |       |       |       |       |       |       |       |
| 18 |      |            |       |                                |       |       |       |       |       |       |       |
| 19 |      |            |       |                                |       |       |       |       |       |       |       |
| 20 |      |            |       |                                |       |       |       |       |       |       |       |
| 21 |      |            |       |                                |       |       |       |       |       |       |       |
| 22 |      |            |       |                                |       |       |       |       |       |       |       |
| 23 |      |            |       |                                |       |       |       |       |       |       |       |
| 24 |      |            |       |                                |       |       |       |       |       |       |       |

# Handout 0.4: AE teacher competencies

Name \_\_\_\_\_

| <b>AE TEACHER COMPETENCIES</b><br>Put an X in the box that matches your assessment of yourself.<br><i>1 is the lowest and means that you are new to teaching with no or little experience.<br/>           4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.</i> | PRE-TEST |   |   |   |  | POST-TEST |   |   |   |  |
|--|----------|---|---|---|--|-----------|---|---|---|--|
|  | 1        | 2 | 3 | 4 |  | 1         | 2 | 3 | 4 |  |
| <b>A competent AE teacher:</b>   |          |   |   |   |  |           |   |   |   |  |
| <b>1. Has accurate knowledge of the AEP:</b> I understand the AEP programme and can communicate it to the community and new AEP learners. I understand the age for enrolment, how learners can enter AEP and leave to join formal education or other training or livelihood opportunities.   |          |   |   |   |  |           |   |   |   |  |
| <b>2. Can use a condensed and integrated curriculum:</b> I understand and can teach the subject content in the AEP curriculum and can use the materials developed for teaching and learning e.g., AEP textbook, AEP teacher guide.   |          |   |   |   |  |           |   |   |   |  |
| <b>3. Focuses on literacy and numeracy skills as the foundation of learning:</b> I use every opportunity to teach key literacy and numeracy skills in all subject lessons. I teach and practice key vocabulary, model reading texts and use strategies to aid comprehension.   |          |   |   |   |  |           |   |   |   |  |
| <b>4. Integrates life skills:</b> I can use age-appropriate life skills to improve the well-being of learners to help them focus on learning. They promote students' collaboration through peer interaction (pair work, group work).   |          |   |   |   |  |           |   |   |   |  |

| <b>AE TEACHER COMPETENCIES</b><br>Put an X in the box that matches your assessment of yourself.<br><i>1 is the lowest and means that you are new to teaching with no or little experience. 4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.</i> | PRE-TEST |   |   |   |  | POST-TEST |   |   |   |  |
|---|----------|---|---|---|--|-----------|---|---|---|--|
|   | 1        | 2 | 3 | 4 |  | 1         | 2 | 3 | 4 |  |
| <b>A competent AE teacher:</b>  |          |   |   |   |  |           |   |   |   |  |
| <b>5. Can identify AEP learner needs and assets:</b> I can recognise the experience, skills, and knowledge (assets) that AEP learners bring to AEP classes. I am familiar with my learners' interests and skills and can link lessons to their daily lives.   |          |   |   |   |  |           |   |   |   |  |
| <b>6. Follows child protection and Code of Conduct standards:</b> I am trained in and follow the teacher code of conduct.   |          |   |   |   |  |           |   |   |   |  |
| <b>7. Creates a safe, supportive AEP learning environment:</b> I can create a safe learning environment with no forms of discrimination or abuse. All class rules are enforced consistently and fairly. I use positive discipline strategies to manage classes and address conflict, bullying or disrespectful behaviour.   |          |   |   |   |  |           |   |   |   |  |
| <b>8. Interacts positively with all learners:</b> I welcome and treat all AEP learners with respect and provide everyone with equal opportunities for learning, participating in activities and making progress. I know learners' names and can maintain their attention in class.  |          |   |   |   |  |           |   |   |   |  |
| <b>9. Is a positive role model:</b> I am a positive role model, and my behaviour and values are an example to everyone. I conduct myself as a professional: with lessons and materials prepared; starting punctually and demonstrating professional teaching skills.  |          |   |   |   |  |           |   |   |   |  |

| <b>AE TEACHER COMPETENCIES</b><br>Put an X in the box that matches your assessment of yourself.<br><i>1 is the lowest and means that you are new to teaching with no or little experience. 4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.</i>  | PRE-TEST |   |   |   |  | POST-TEST |   |   |   |  |
|--|----------|---|---|---|--|-----------|---|---|---|--|
|  | 1        | 2 | 3 | 4 |  | 1         | 2 | 3 | 4 |  |
| <b>A competent AE teacher:</b>   |          |   |   |   |  |           |   |   |   |  |
| <b>10. Uses lesson plans:</b> I can create and use lesson plans (my own or the AEP Teacher Guide) with learning outcomes and matching activities that cover the AEP curriculum and learner competencies. I can choose and create instructional activities and materials that are inclusive and meet the learning needs of older learners, and their lives and experiences. |          |   |   |   |  |           |   |   |   |  |
| <b>11. Uses age-appropriate teaching strategies:</b> I can use a range of age-appropriate teaching strategies suitable for older learners based on accelerated education pedagogy. My teaching strategies are learner-centred, participatory, gender sensitive and varied to meet the needs of all learners and learning styles.   |          |   |   |   |  |           |   |   |   |  |
| <b>12. Delivers lesson content clearly:</b> I can clearly explain new concepts and model or demonstrate them to learners. I use a range of question techniques effectively to involve all learners and check for understanding.  |          |   |   |   |  |           |   |   |   |  |
| <b>13. Manages time efficiently:</b> I use clear instructions and organise activities to maximise learner time on task and opportunities to learn.   |          |   |   |   |  |           |   |   |   |  |
| <b>14. Uses assessments:</b> I can develop, select, and administer effective formative and summative assessments including AEP placement and exit tests. I can use informal, formal, peer and self-assessment techniques to monitor learner performance and provide timely and frequent feedback to improve learner performance.   |          |   |   |   |  |           |   |   |   |  |

| <b>AE TEACHER COMPETENCIES</b><br>Put an X in the box that matches your assessment of yourself.<br><i>1 is the lowest and means that you are new to teaching with no or little experience. 4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.</i>  | PRE-TEST |   |   |   |  | POST-TEST |   |   |   |  |
|--|----------|---|---|---|--|-----------|---|---|---|--|
|  | 1        | 2 | 3 | 4 |  | 1         | 2 | 3 | 4 |  |
| <b>A competent AE teacher:</b>   |          |   |   |   |  |           |   |   |   |  |
| <b>15. Maintains accurate AEP documentation:</b> I can complete all necessary AEP documentation and keep accurate records for registration, learner attendance, and assessment/examination records and report cards.   |          |   |   |   |  |           |   |   |   |  |
| <b>16. Communicates effectively:</b> I communicate effectively with all the learners in class and build good relationships with the community, AEP teachers, formal school teachers and programme staff. I support programme and centre management on campaigns for AEP enrolment. I provide regular updates on a learner's attendance and progress and help to address any concerns/issues that may arise.  |          |   |   |   |  |           |   |   |   |  |
| <b>17. Demonstrates leadership:</b> I show leadership within my class, centre, and community. I take part in community committees and help distribute teaching and learning materials.   |          |   |   |   |  |           |   |   |   |  |
| <b>18. Manages AEP centres effectively:</b> I am involved in the decisions and activities to establish the centre, including the Community Education Committee, recruiting AEP teachers, and enrolling AEP learners. I communicate regularly with the Ministry of Education and programme management. I take responsibility for the facilities, teaching and learning materials, record keeping, and supporting AEP teachers and learners. (For head teachers of AEP centres.) |          |   |   |   |  |           |   |   |   |  |

| <b>AE TEACHER COMPETENCIES</b><br>Put an X in the box that matches your assessment of yourself.<br><i>1 is the lowest and means that you are new to teaching with no or little experience. 4 is the highest and means that you are experienced in this competency and practice it in your class or community regularly.</i>   | PRE-TEST |   |   |   |  | POST-TEST |   |   |   |
|---|----------|---|---|---|--|-----------|---|---|---|
|   | 1        | 2 | 3 | 4 |  | 1         | 2 | 3 | 4 |
| <b>A competent AE teacher:</b><br><br><b>19. Promotes AEP learner transition to formal education, vocational training and/or livelihoods:</b><br>I work with formal schools and local education authorities for the smooth transition of AEP learners to formal education at age-appropriate grades, or into other training or livelihood opportunities.              |          |   |   |   |  |           |   |   |   |
| <b>20. Participates in continuous professional development:</b><br>I collaborate with other teachers and take part in professional development to improve the AEP learning environment and quality of learning that takes place there. I participate in teacher learning circles and use peer to peer support and observation as part of my professional development. |          |   |   |   |  |           |   |   |   |

