**USAID-AENN Addressing Education in Northeast Nigeria Coaching Excerpts**

# NFLC Monitoring: In-person coaching from Master Trainers to Nonformal Learning Facilitators

Responses are recorded for monitoring and auto-populate coaching prompts.

## Step 1: Lesson Observation

Checklist of lesson, classroom, and teacher requirements.

## Step 2: Prepare to Coach

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| **First Star for the learning facilitator:** What do you think the teacher did best this lesson? |
| **Second Star for the learning facilitator:** What else did the teacher do well? |
| **Wish for the learning facilitator:** What is the one area you want to teacher to focus on improving most? |
| What actions will help the learning facilitator to achieve the wish? |

## Step 3: General Coaching

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| After a lesson observation, the mentor and mentee should have a one-on-one conference about the lesson. Remember, this is a conversation, not a lecture. |
| *How did you feel the lesson went?* |
| **Strengths** |
| Now you can discuss what went well in the lesson. First let the learning facilitator know something you thought they did well. Below is a list of things you recorded as strengths of the lesson (Autopopulated from observation) |
| *What do you think you did well in this lesson?* |
| *Did you find anything particularly challenging or problematic in this lesson?* |
| **Challenges** |
| Now you can discuss what did not go well in the lesson. Select one or two challenges that you observed and ask the learning facilitator to talk about what happened. Below is a list of things you recorded as challenges of the lesson: (Autopopulated from observation into Step 4) |

## Step 4: Coaching Prompts (Illustrative Excerpts)

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| **Observation** | **Reminder to coach** | **Coaching Prompt** | **Coaching Tip** |
| 2. a. The teacher used both general praise to a larger class (ex. 'Well done', 'Good job', 'Very Good) as well as specific praise to individual learners (ex. Fatima, good effort!) | \*learning facilitator did not use both general praise to a larger class and specific praise to individuals\* | *\*Ask\* : What praise do you remember providing during the lesson you taught?* | *\*Tip\* : Remember that it’s important to give different types of praise during a lesson. Praising the entire group can keep everyone encouraged. However, the most meaningful praise is often given to individuals. Can you remember a time as a pupil in school when an adult praised you individually?  If you use a pupil’s name and notice specifically what he or she did well, that pupil will feel motivated and others in the class will try to emulate that pupil. For example, you can say “Good handwriting, Fatima!” or “I like how Abba pointed to the text while he read.”* |
| 3. a. The teacher and learners were respectful and kind to each other | \*Learning facilitator and learners were not respectful or kind to each other\* | *\*Ask\* : Do you feel like your relationships and interactions with learners are positive? What does a respectful classroom environment look like to you?* | *\*Tip\* : In order to create a positive classroom environment that is conducive to learning, it is important for learners and learning facilitators to respect each other. When learning facilitators respect learners they listen, are patient and encouraging, do not mock learners, and ensure equal participation of both genders and learners with and without disabilities. To ensure that learners are respectful to learning facilitators and each other, the learning facilitator should enforce classroom rules including having learners raise their hands to speak, follow instructions, and don't argue with the learning facilitator.* |
| 6. b. The teacher was able to identify learners who were not participating in the lesson and found ways for them to participate | \*Learning facilitator was not able to identify learners who were not participating in lesson and call on them\* | *\*Ask\*: Which learners in your class tend to speak the most?* | *\*Tip\* : While it’s easiest to allow outgoing learners to participate the most, often these learners are the learners who are already doing well. It’s important to give practice opportunities to all learners, not just the outgoing or confident ones. Sometimes you can allow volunteers to speak, and at other times you can choose quiet learners. If you want to avoid embarrassing shy learners, you can also ask learners to work in pairs or groups. You can even ask a shy or unconfident pupil to whisper an answer in your ear.* |
| 10. Did the teacher follow and complete all activities in the lesson plan? | \*The teacher did not follow and complete all activities in the lesson plan\* | *\*Ask\*: Look back at your lesson plan for today. Are there any activities that you missed? Why did you miss them?* | *\*Tip\* : All activities are included in the lesson for a reason. Of course, sometimes a teacher might need to adapt the lesson, or may run out of time because pupils need substantial feedback. However, most of the time, you should try to complete all activities. Let’s talk about your next lesson plan.* |
| 15. Were learners able to correctly follow instructions given by the teacher? | \*Learners were not able to correctly follow instructions given by the learning facilitator\* | *\*Ask\*: Do you feel like learners followed the instructions you provided?* | *\*Tip\* : Remember, the objectives of a lesson focus on what a pupil can do. If learners are not following the instructions, then there is no point in teaching the lesson. You may need to strategize to find ways to help learners follow the instructions. That could involve walking through the room to monitor and assist learners; asking older learners or community aides to come to class to assist you; or simplifying a few of the instructions. What do you think could help learners follow the lesson better?* |
| 16. Did the teacher use a calm and even tone when guiding mindfulness activities? | \*Learning facilitator did not use a calm and even tone when guiding mindfulness activities. The learning facilitator talked quickly or used an inappropriate tone\* | *\*Ask\*: How do you think you facilitated the mindfulness activity? How can you change your facilitation to improve the activity?* | *\*Tip\* : It is important to read and practice the mindfulness activity before the lesson so you are familiar with the activity. In order to help students relax and connect with the present moment, the learning facilitator should use a calm and even tone when leading the mindfulness activity. If you rush through the activity, students may feel stressed or uncomfortable completing the activity. How will your prepare for the next mindfulness activity?* |
| 22. During small group work, did at least 75% of learners participate in and complete the activity? | \*Less than 75% of learners participated in and completed the pair or small group work activity. Many learners were off task or just watched others complete the activity\* | *\*Ask\* What could you do to make sure that all learners are participating in pair or small group work activities?* | *\*Tip\* There are several things you can do to make sure that all learners are participating in group work activities. You cand demonstrate the activity before putting students into pairs or groups so they understand what they are supposed to do. You can assign each group a leader who is responsible for making sure all learners participate. You can have learners take turns to complete the practice activities so that more than one student has a chance.* |

Step 5: LF Information   
Responses are recorded for staff follow-up.

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| **Teacher / Learning facilitator Information** |  |
| First Name of learning facilitator / teacher |  |
| Surname of learning facilitator / teacher |  |
| Learning facilitator / teacher Gender |  |
| Learning facilitator / teacher Age |  |
| Are you the regular learning facilitator / teacher of this class? |  |
| Grade of Lesson Taught Today |  |
| Male learners enrolled |  |
| Female learners enrolled |  |
| What is the age range of the Learners? |  |
| What is your highest level of education? |  |
| How many years have you been a learning facilitator or teacher? |  |
| What is your employment status at this school? |  |
| Did you work at this same NFLC / school last year? |  |
| How much is your monthly salary from this school? |  |
| Do you usually receive your pay/compensation on time? |  |
| When was your last Teacher Learning Circle meeting? |  |
| Did you discuss school safety at your last Teacher Learning Circle meeting? |  |

# Covid-19 Phone-Based Coaching and Monitoring Excerpts

Calls from Master Trainers or Community-Based Organizations to Learning Facilitators during implementation of distance learning.

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| Prompt | Response | Coaching Response 1 | Coaching  Response 2 | Coaching  Response 3 | Coaching  Response 4 |
| How are calls to caregivers going? | Thank you for your hard work. Your efforts are essential in continuing to education and support to your learners during the period NFLCs are closed. |  |  |  |  |
| Have you experienced any logistical challenges with these phone calls? |  | \*Phone numbers did not connect, caregivers did not pick up, or phone numbers were wrong\*  \*Tip\*: Try calling caregivers at different times of day. If a person does not pick up during the afternoon, try them in the morning next time. Report back any numbers you know are incorrect. | \*Caregivers were not interested in completing calls\*  \*Tip\*: Start off your calls on a very positive note! You can emphasize that this is a conversation to support them as caregivers, not a test or a time to assign them work. |  |  |
| What other challenges have you been facing in carrying out these calls? |  | \*Logistical challenges like lack of phone service\*  \*Tip\*: Try calling caregivers at different times of day. If a person does not pick up during the afternoon, try them in the morning next time. Report back any numbers you know are incorrect. | \*Difficult to manage time and balance with other household responsibilities\*  \*Tip\*: Many people are facing challenges like this! Try creating a weekly schedule for yourself that designates times for work, household responsibilities, and relaxing. Next time I call you, you can share your schedule for calls with me. | \*Not sure how to respond to caregivers' challenges\*  \*Tip\*: This is a challenging time for all of us. As a learning facilitator, you don't need to have the answers to all of their challenges. Caregivers will feel supported when you listen to their challenges and give advice on how to help their children. | \*Personal issues like emotional distress, family problems, etc.\*  \*Tip\*: Your wellbeing is important. We know your job as an educator is challenging, especially during this time. Be sure to take care of yourself the way you would take care of your learners: make sure to maintain healthy eating and sleeping habits, and practice stress relief like mindfulness. |