

9. Effective Course Delivery

Workbook for Teachers

It is important that this booklet is used well by teachers. They should not be afraid to write in it! Encourage teachers from the beginning of the programme to write notes in it, write questions and make lists. This Workbook WILL NOT be evaluated and is not part of the assessment processes. During the first module of each course, check that teachers are using the Workbook effectively. There is a space for each activity as well as general spaces for notes inside each module.



- **Ask questions** during whole group sessions, group, paired and individual working. General questions such as, 'Are you ok?' or 'How are you getting on?' are encouraging but are less likely to reveal misconceptions. You need to be more specific such as, 'Can you tell me about your answer here?' and 'What do you mean when you say...?'.
- **General observations.** Observe body language. Are some people distracted, looking away or seeming to be uncomfortable? Notice who is speaking and who is not. Who is asking and answering questions?
- **Create a time when teachers know that they can come and ask you questions** to aid their understanding. A useful time for this is over breaks or before and after the daily activities. Teachers need to feel that they can trust you, so do what you can to build their confidence in you by showing kindness, using encouraging phrases and positive body language and by getting to know them by name.

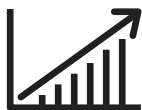
Tutor's Handbook

Similarly, the Tutor's Handbook is an important place to record ideas, write extra details and compose question prompts. You should, for example, add your own ideas to the boxes with the PowerPoint scripts within them and use the notes pages to record explanations of some of the Background Information. Your Handbook is also a place to record frequently asked questions from teachers. You should record which sessions within modules worked well and which needed extra time and explanation. Your Handbook provides some links to further reading if you are able to access the internet.



Checking for progress

It is important to find out how well teachers are understanding the course as you go along. You can do this in a number of ways:



- **Listen to discussions.** Is vocabulary correct for the topic? Are questions relevant? Is everybody joining in? Are teachers explaining to others correctly?
- **Watch presentations carefully.** Has the activity been carried out successfully? Is the summary relevant? Are key points addressed? Is there anything missing?

Managing Group Work

In order to ensure that teachers can ask questions, consolidate what they are learning and practice some skills, there are many opportunities within each module for group and paired work. To manage these effectively, the following strategies are useful:



- **Manage the time well.** Ensure teachers know how long they have for each task, tell them when they are halfway through their time and when they have '2 minutes left'.
- **Move around groups.** Sometimes just listen and observe and other times ask a few questions to stimulate discussions or to 'draw in' teachers who do not seem to be so engaged.

- **Manage group dynamics.** It is useful for some groups to be 'practiced', in other words, they are the same people in the groups for a number of activities. But it is also useful to mix groups up so that teachers benefit from working with a range of people. Pay attention to gender balance, both that there are males and females in each group and that women have an equal space and voice within groups.
- **Establish some rules for working in groups.** These could include: Taking turns, listening respectfully, asking questions, having clear goals. You could also assign roles such as: facilitator, recorder/reporter, leader, timekeeper.

Asking questions and giving feedback



An important aspect of engaging teachers and ensuring that they are making progress through this programme is by asking thoughtful questions. Asking teachers to explain their thinking will help you to understand how well teachers are interpreting the materials:

'Can you tell me why you did that?'

'Can you explain how you made this?'

'What do you think is the most important aspect of this?'

'When do you think you will be able to practice this? How? Why?'

It is useful to give feedback also that is both encouraging and focused on improvement. Saying 'Well done' and 'Thank you' is a good way to promote respect and will help teachers to feel valued. There are other phrases that will help teachers to keep thinking and improving:

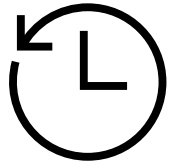
'I like the way you asked about....'

'That's a useful example of....'

'It's good that you have made the connection between.... and'

'Thank you for explaining that....'

Time Keeping



Each day (or module) is divided into 4 sessions. It is important that by the end of each day you have completed all the activities and have read through all the PowerPoint Slides. You will need to encourage people to attend the first session of the day on time and then to subsequently adhere to the times that you allocate for coffee and lunch breaks. There is a lot to get through each day and delaying the starting time for late comers for example will make the day difficult for everybody.

During activities, calculate how much time you can allow according to how much time there is within that session. Remember that as an activity concludes, allowing teachers to ask questions, give feedback and give presentations takes a significant amount of time, maybe even the same time as the activity itself.

A suggested timetable for the day:

Session One, 9am to 10:30am

Session Two, 11am to 12:30pm

Session Three, 1:30pm to 3pm

Session Four, 3:30pm to 4:30pm