

Active Teaching Practice

Hopefully you have been to an Aflatoun Teacher Training workshop. The following is taken from the Manual that your trainer would have used. The aim of this training session is to give teachers practice in active teaching of the Aflatoun lesson plans. This is a chance for the trainer to encourage teachers to teach in a more child-centered way. Please will you read through this section of the manual carefully before answering the questions over on the quiz.

Suggested schedule of activities

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| 1. Explain how the session will work | (5min) |
| 2. Put them in groups, give them lesson plans and let them prepare | (15min) |
| 3. Watch them teach. | (50min minimum) |
| 4. Conduct feedback | (10min) |

1. Explain how the session will work (5min)

- Explain to participants that you are going to put them into groups of four or five, give each group a lesson plan and give them at least 15min to familiarize themselves with the contents. They will then come up and teach the larger group. You will need to stress that they are actually going to teach and NOT give a presentation.
- You may need to stress that they do not need to do any lesson planning as such. The lesson plan has already been done for them and that is what they are reading. All they need to do is ensure they can follow the instructions.
- Point out the Teaching Practice Feedback chart and advise them that after they have taught you will ask the whole group to assess their performance using these criteria.

Teaching Practice Feedback Chart

1. Did the teacher lecture? If so, was it necessary and helpful? Or unnecessary?
2. What was the ratio of teacher-talking-time (TTT) to student-talking-time (STT)?
3. How many children were able to participate actively?
4. Did the teacher make good use of open/wh- questions?
5. If the classroom was noisy, was it productive noise or unproductive noise?
6. If the classroom was silent, was it productive silence or unproductive silence?
7. Which of the following did you observe? Children working;
 - alone
 - in pairs
 - in groups
8. What were some things you liked?
9. What were some things you might do differently?

2. Put them in groups, give them lesson plans and let them read (15)

- Put them in groups of four or five.
- Give some groups Lesson Plan 1 and other Lesson Plan 2 (Appendix 6)
- Again, emphasize that they are going to teach the larger group. They can either choose one person from their group or else they can divide the lesson up so that each person delivers a different part.
- Help them with their questions.

3. Watch them teach (up to 50min per group)

- Ask the rest of the group just to do whatever 'the teacher' asks them. It is not a good idea for the larger group to role play children.
- While the participants are teaching try and keep notes to help you give feedback later.
- Because of time you will not be able to watch each group teach a full lesson. Make your own decisions as to how to manage. It helps sometimes to see different groups do different parts of the same lesson.

4. Conduct feedback (10min)

- Begin by quickly asking the teachers how *they* felt the session went.
- Go through some or all of the questions with the big group.
- Add your own comments. Try to be positive but don't be afraid to suggest how things could be done better.

Tips!

Timing

Teaching practice and the constructive peer criticism that follows form the backbone of any Aflatoun training. Finding enough time to do it properly is always a challenge. Spend as much time on it as you can. An Aflatoun lesson plan lasts 40 – 50 minutes and participants will typically be group into at least five groups of five. Clearly you cannot see each group present an entire lesson. You will need to make your own decisions as to how to manage. It can help to see different groups do different parts of the same lesson. For example, you might ask the first group to teach the 'Start' section, another to teach the 'Learn' activity and yet another to teach the 'Reflect' session. Be careful not to tell them that in advance or they will only read that part of the lesson plan!

Preparation

You may need to stress that participants do not need to do any lesson planning as such. The lesson plan you have given them is in its complete form. They need only read it, agree on who will do what and then follow the written instructions.

Feedback

Please don't feel under pressure to work your way mechanically through the complete list of feedback questions. Use only those questions that help you get to the heart of a useful discussion. If for example a participant has taught a 'Start' section involving Image Theatre it makes little sense to then ask the group if the teacher lectured.