

the
GOOD
SCHOOL
toolkit

step
three

good teachers & teaching

school activities

leadership workshop

tools & materials

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The Good School Toolkit Objectives

1. To equip **teachers** for increasing student confidence and success
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable

Step 3 . . .

Step 3 focuses on Objective 1. However, the outcomes will also contribute to Objectives 2 and 3.

step three



A Guide to using the Good School Toolkit

The Good School Toolkit is implemented through six sequential steps. Each step in the Toolkit has its own objectives which are complementary to the objectives in the other steps. Here are some guidelines that can help your schools make the most of the information in the Toolkit:

Package 1: Introductory package. This contains a set of materials that aim to explain the Toolkit and arouse interest in implementation. It includes the Good School Toolkit Overview, A Companion for Teachers and Students, four Cartoon Booklets and five posters.

Package 2: Contains handbooks for steps 1-3. You will also find a handbook on a Good School for additional reading and a cartoon booklet on Good Teachers.

Package 3: Contains handbooks for Steps 4-6, a handbook on positive discipline and alternatives to corporal punishment, cartoon booklets on positive discipline and conducive learning environments, and a poster on positive discipline responses.

Each step has a title which helps to summarize the underlying objective of the step as illustrated in the table below.

No.	Toolkit steps	Title	Summary of each step
1	Step 1	Your Team and Network	This step aims to create and build the capacity of the Good School sub-committees who provide leadership for the implementation of the Toolkit. This step will also help you to connect with others with whom you share a commitment to creating better schools.
2	Step 2	Preparing for Change	In this step, schools conduct preliminary activities that will spark school-wide interest in creating a good school. Schools document their starting point and launch the project.
3	Step 3	Good Teachers and Teaching	This step seeks to give teachers a renewed sense of their role, greater professional pride, and approaches for interacting positively with students. The goal of this step is to create motivated teachers who excel in their work.
4	Step 4	Positive Discipline	In this step, your school will establish a culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who are confident and motivated.
5	Step 5	Good Learning Environment	This step will help your school to create an environment that is psychologically and physically conducive for learning. The goal is to give students a sense of security, dignity and voice.
6	Step 6	Good Administration and the Future	This step provides insight on how to measure and celebrate the success your school has achieved while implementing the Toolkit. It will provide guidance on how to transition the leadership of the committees and sustain Toolkit ideas.

step three

How to use each step in the Toolkit

Each step is divided into three sections: school activities, leadership workshops, and tools and materials. Each of these three parts has a different color theme for easy identification.

About the School Activities

These activities are the heart of the Toolkit. Each are specially designed to engage the entire school community in creating a Good School. For each activity, there is a brief overview of the activity's purpose and easy-to-follow suggestions for implementation. Reference pages are also provided under each respective school activity in case there is need for additional information. Schools are encouraged to conduct as many activities as possible within each step so that they can attain meaningful change. Schools are expected to develop action plans based on the activities for each of the steps that they will be implementing.

About the Leadership Workshops

Each of the six steps (except Step 6) has a leadership workshop. Each leadership workshop is organized in the form of a module for strengthening the capacity of the committees to implement the Toolkit ideas effectively. The modules in each step correspond with the objective of the step. For example, the module in Step 1 is about understanding the concept of a Good School, while the module in Step 2 is about understanding violence against children.

Each module contains series of related sessions. For example, the first module on understanding the Good School concept is broken down into five workshop sessions: What is a Good School? What is a Good Teacher? What is a Conducive Learning Environment? Creating Positive Discipline at your School and Creating Accountable and Transparent Governance at your School.

You will find clear instructions for each session for example the session objectives, the preparations required, the materials required to facilitate the session, duration for the sessions and a step-by-step guide on how to conduct the sessions.

The modules can be implemented as a single workshop or introduced individually over several weeks.

About the Tools and Materials

Each step contains useful tools and materials at the back of each handbook. These are designed to make your work easier. They include ready-to-use handouts, worksheets and references that support specific school activities. You can use them as they are or use them as an inspiration for customizing something unique for your school.

Recommended Reading for Implementation:

- National Strategic Plan on Violence Against Children in Schools (from the Ministry of Education and Sports) <http://bit.ly/3qFIOAe>
- The National VAC Study 2018 (from the Ministry of Gender, Labour and Social Development) <https://unicef/3ey0i2G>
- The Uganda National Child Policy, 2020 <http://unicef/3tiyvnz>
Reporting, tracking, referral and response (RTRR) guidelines on VAC in schools.
<https://bit.ly/38xDs3X>

step three



table of contents

School Activities

- 3.1 Hold a planning meeting for Step 3. page 11
- Why? It will be easier to manage each step if you plan and delegate tasks in advance.
- 3.2 Engage teachers in rethinking their role and their relationship with students. page 13
- Why? The role of teachers has changed over time, as more has been learned about what helps students succeed.
- 3.3 Develop a helping relationship between teachers and students. page 14
- Why? Within the daily routine of teaching and behaviour management, students must always feel a teacher's compassion.
- 3.4 Organise school-wide open meetings between teachers and students. page 16
- Why? It helps to move student-teacher dialogue beyond the classroom, allowing students to see teachers as a united group of allies.
- 3.5 Increase the use of creative teaching techniques. page 18
- Why? Creative teaching techniques increase the knowledge students gain and retain.

step three

3.6 Support teachers' professional growth through recognition and feedback. page 19

Why? Like students, teachers need encouragement and guidance to reach their full potential.

3.7 Organise bi-monthly teacher reflection meetings. page 21

Why? For optimal professional development, teachers need a dedicated time for collective problem solving, mutual support and the fostering of professional pride.

Leadership Workshop

Leadership Workshop 3: Exploring the Role of Teachers page 27

Here you will find step-by-step instructions for facilitating the workshop in Activity 3.2. (See Step 1 for the *Participatory Learning and Facilitation Guide*.)

Tools & Materials

Step 3 Monitoring Checklist page 59

Tools for Recognition and Feedback (Activity 3.6)

- o Sample Teacher Appreciation Certificate page 66
- o Sample Teacher Evaluation Form page 67

Also with Step 3 . . .

- *What Is a Good Teacher?* cartoon booklet





school activities



Notes

Step 3

step three

3.1 Hold a planning meeting for Step 3.

Why? It will be easier to manage each step if you plan and delegate tasks in advance.

Each step requires a “map” to lead the way. Gather your Good Shool Committee at the beginning of each step to plan out the various activities. This planning meeting will take about two hours, and will create a complete picture of the work ahead. It will also allow everyone to know their role from the start, so they can get to work right away. The simplest way to plan is to write down the **Who**, **How**, **What** and **When** for each activity. After this first planning meeting, committee members can arrange their own smaller meetings as needed about specific tasks and details.

step three

A process for a simple and effective planning meeting

Review

- Collect the monitoring checklist for Step 2.
- Invite the community chairperson to summarise the supplementary community activities conducted during Step 2. Collect activity reporting forms from the community subcommittee.

Plan for Step 3

- For each activity in the step, read the Toolkit instructions aloud if needed. Then choose the activities you would like to implement from those described in the step. Add any other ideas you may have as a group. Write down the answers to the following questions (see sample Action Plan on page 78):

WHO

Who will oversee this activity? (Choose a teacher, a student and a community member.)

Who will help organise this activity? (Choose an appropriate number of people for the activity.)

HOW

How will implementation be the same/different to the Toolkit instructions?

WHAT

What materials and resources will we need?

What tasks need to be completed by the organisers?

WHEN

When will the activity itself take place?

When will each task need to be completed so that the activity stays on schedule? (You may choose to answer this last question when first listing the tasks under WHAT.)

- Ensure that the three people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved, to decide who will take on which tasks.
- **Note:** If the planning for a particular activity begins to slow the meeting down, ask the people listed under WHO to finish planning that activity at a later time.
- **Remember:** This is only an example. You can choose to hold the planning meeting in other ways that you are familiar with.

3.2 Engage teachers in rethinking their role and their relationship with students.

Why? The role of teachers has changed over time, as more has been learned about what helps students succeed.

Good teaching is about more than positive discipline. It is about creating students who love to learn. The leadership workshop in this step is designed to help teachers update their approach to teaching, with particular emphasis on how teachers listen and relate to students. Teachers will explore how students learn, how to practice creativity in teaching, and how to use some new classroom management techniques. If possible, implement this workshop as a one or two-day session. Alternatively, complete the modules gradually over the course of a month.

Leadership Workshop 3: Exploring the Role of Teachers

Also see page 25 in Step 1 for the *Participatory Learning and Facilitation Guide*.

- Remembering Relationships [page 28](#)
- Professional Pride [page 32](#)
- The Way We Learn [page 35](#)
- What Is an Effective Teacher? [page 40](#)
- Why Do Children Misbehave? [page 44](#)
- Relationships of Quality [page 51](#)



3.3 Develop a helping relationship between teachers and students.

Why? Within the daily routine of teaching and behaviour management, students must always feel a teacher's compassion.

A good teacher takes the time to establish a helping relationship with students. Through words and actions, good teachers demonstrate that they care about their students' growth and well-being. It can be easy for teachers—amidst their many teaching responsibilities—to forget to demonstrate this compassion or to assume it is clear. However, for students with parents busy at home, teachers may be the only adults who express a desire to help them succeed. This reinforcement and support can be pivotal to a student's ability to learn. Take action to make helping relationships part of the teaching culture at your school—from posting reminders in the staff room to using the idea when problem solving at staff meetings.

Create a discussion about helping relationships

The following list is a quick and easy reference for teachers. Post these ideas in the staff room, refer to them during meetings, and check in with teachers often about their experiences using these techniques.

- **Approachability:** Offer just as much praise when students have the courage to ask a question, as you do when they have a correct answer.
- **Listening:** Be patient when a student is trying to express an idea or report an incident, and ask questions that will help them put their thoughts and feelings into words.
- **Guidance:** Counsel students by helping them explore options and by supporting them in making their own decisions—rather than solving the problem for them.
- **Acceptance:** No matter what a student chooses to share or ask, show immediate respect through your words and actions.
- **Information Access:** Help students access the information you notice they need (e.g. information on which course to apply for after completing school, or on how to protect oneself against sexually transmitted infections).
- **Advocacy:** When you suspect a student is vulnerable and in need, offer to advocate on their behalf for an intervention.

3.4 Organise school-wide open meetings between teachers and students.

Why? It helps to move student-teacher dialogue beyond the classroom, allowing students to see teachers as a united group of allies.

A relationship of trust and cooperation between students and teachers breaks down multiple barriers to learning. A way to foster this type of relationship is to informally gather, each term, all the students and teachers for an open dialogue. This approach allows for the resolution of issues that affect more than one classroom. It allows students to witness other positive student-teacher relationships. It allows for the communication of concerns and perspectives in both directions. Above all, it demonstrates teachers' shared desire to engage respectfully with students.

Holding a student-teacher open meeting

Large schools may choose to do this activity one standard at a time.

- Choose a relaxed, informal setting (e.g. under a tree or in another area outside the classroom). Schedule the meeting for one to two hours on a day that is good for all involved.
- A week or so prior to the meeting, place an agenda box in a designated area. Encourage students to submit anything they want to talk about at the open meeting—by writing their idea on a piece of paper and putting it in the box. Alternatively, you can ask students to bring their ideas with them.
- At the meeting, use the following format:
 - Introduce ground rules for the meeting (e.g. one person speaks at a time, listen to the speaker, respect all contributors and their contributions, do not attack individuals or make allegations that can't be supported by evidence).
 - Invite teachers to talk about issues they have. Then ask students to help identify the causes of the problems and to propose solutions. (For example, teachers may have a problem with latecomers after the lunch period. The students may explain that there is not enough water for washing, creating long line-ups for cleaning up after lunch.)
 - Do the reverse: Invite students to talk about issues they have, or read anonymous contributions from the agenda box. Then ask teachers to help identify the causes of the problems and to propose solutions.
- Throughout the meeting encourage a non-accusatory tone by all, with an intention to problem solve collaboratively rather than place blame.
- **Be prepared:** At first, students may feel reluctant to say anything at all for fear of retaliation. But, if you are honest in your approach, students will start to feel more free and will look forward to the opportunity. They will also begin to respect teachers more—after all, when you give respect, you get respect! Once students become more confident, you can change the order of who speaks first.

3.5 Increase the use of creative teaching techniques.

Why? Creative teaching techniques increase the knowledge students gain and retain.

In Activity 3.2, teachers explored the many ways students learn, as well as creative teaching techniques that can improve student learning. Even if teachers agree with these ideas, they may find it difficult to make time for trying new approaches in the classroom. It helps if teachers create change as a group—checking in with each other, providing encouragement, and holding each other accountable. This can be done in a fun way that fosters support and camaraderie between teachers.

Organising a creative teaching challenge

- At a staff meeting, ask teachers to commit to trying one new creative teaching technique each week, for two months.
- Post a chart in the staff room where each teacher can mark a check for each week they try something new.
- At staff meetings, ask teachers to briefly share what they tried and how it went, inviting reactions from others.
- When teachers have positive experiences with creative teaching, ask them to create a simple poster about the technique they used and to hang it on the staff room wall.
- After two months, dedicate a staff meeting to reviewing the techniques used—highlighting the most successful and brainstorming techniques still to try.

3.6 Support teachers' professional growth through recognition and feedback.

Why? Like students, teachers need encouragement and guidance to reach their full potential.

It is challenging to find the courage and determination to grow professionally. It is even more challenging to do so without recognition for your successes and some growth areas to focus on. Teachers need positive reinforcement so they can gather the energy for self-improvement. They also need feedback on their performance to help focus their efforts. Just as the whole school community needs to encourage and guide students, so too can the school community provide encouragement and guidance for teachers. Here are some ideas.

Recognising teachers' achievements

- Each month engage the school population in recognising a teacher for going above and beyond. You may choose to have a different category of recognition each month (e.g. citizenship, teaching skills, student support). Alternatively, you could recognise multiple teachers once per term, choosing one teacher for each category.
- A few weeks in advance, invite students to submit nominations, including the name of the teacher and the reason for the nomination.
- Select a mixed group of students, teachers and community members from the Good School Committee to review nominations and identify the winners. Or arrange for a school-wide vote, asking students in each class to put their heads on their desks and to raise their hands for their preferred candidates.
- Announce the winning teacher(s) at assembly, and present them with a certificate (see sample on page 66).
- Post the name or a photo of the teacher on the Wall of Fame (see Step 4).

Establishing a focus for growth

- **Professional Growth Journal:** If resources permit, provide each teacher in your school with an exercise book for tracking their professional development. Upon receiving the book, provide time for teachers to write a brief essay on what it means to them to be a teacher. At subsequent meetings throughout the year, schedule time for other journal writing activities, such as the following:
 - o Describe the personal values you believe in most.
 - o Express your views on what makes a good teacher.
 - o Make a list of skills you would like to develop in the next three, six and twelve months.
 - o Create professional objectives for the next three years.
 - o Document thoughts arising as a result of the project.
 - o Describe your strengths as a teacher and how you could use these strengths in new ways.
 - o Describe your weaknesses as a teacher and ways to improve.
- **Self-Evaluation:** Have teachers fill out the self-evaluation on pages 44 and 45 of *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices (packaged with Step 4) and ask them to repeat the self-evaluation again after six and twelve months.
- **Student Feedback:** Create a form that allows students to provide anonymous feedback to their teachers—as well as to other school staff if desired (use the sample on page 67 as a starting point). Each year or term ask all students to complete the form for the teachers/staff they interact with. Explain to students that feedback should be kind and not cruel, identifying strengths and making suggestions for improvement. The head teacher should keep the forms confidential and discuss the results with each teacher, encouraging positive and proactive responses.

3.7 Organise bi-monthly teacher reflection meetings.

Why? For optimal professional development, teachers need a dedicated time for collective problem solving, mutual support and the fostering of professional pride.

Good teachers are indispensable. Without them you cannot have a Good School. Becoming and staying a good teacher is an ongoing journey that is filled with rewards, but takes time and effort. Above all, it cannot be done alone. Teachers need time as a community to exchange experiences, support and ideas. Teacher reflection meetings provide just such an opportunity. They help teachers feel proud of their profession, confident in their role, and supported in improving their teaching approaches. The result is an immeasurable positive impact on student learning. **Reflection meetings are therefore one of the most important activities for a successful project, and for success beyond.**

A model for bi-monthly teacher reflection meetings

- Twice a month, designate a time slot (30 minutes to 1 hour) when teachers are able to meet. Make the meetings mandatory at first, until teachers begin to experience their value.
- Choose a comfortable, informal setting. No chalkboards or tables are required. The idea is to create a space for teachers to talk and reflect on their work, with no need for reports or extensive notes.
- Identify a teacher on the Good School Committee who will guide the meetings, but not dominate them. Rotate this role often.

A model for bi-monthly teacher reflection meetings (continued)

- For the first few meetings, start by reminding teachers the purpose of these gatherings: *The meeting is not a lesson, but an open discussion. As we each have highs and lows in our profession, it is a time to draw on each others' ideas and experiences for support. It is a time to develop a shared sense of purpose and explore ways to further improve as teachers.*
- Use the following agenda as a starting point, allowing teachers interests and contributions to be the ultimate guide:
 - **Welcome** - Open the meeting by welcoming the teachers and asking them to share or acknowledge any achievements or positive events that happened during the week. (10 minutes)
 - **Review** - Refer back to any solutions that were offered in the previous meeting. Follow up to see if they were effective or if other solutions need to be suggested. (10 minutes)
 - **Special Topic** - Introduce a special topic for discussion, creating a safe space for sharing ideas and opinions (topics could include what motivates us as teachers, gender in school, children's rights, etc.). Go to the leadership workshop in each step of the Toolkit for inspiration, or even facilitate a small portion of a module. (20 minutes)
 - **Discipline Issues** - Allow teachers to share specific behavioural problems they are facing in the classroom and brainstorm possible solutions together. (20 minutes)
- **Be prepared:** Many teachers are not comfortable sharing the challenges in their classrooms, fearing they will appear incompetent. It is, therefore, crucial that teachers don't criticise each other and that the attitude is focused on finding solutions, not pointing out faults. Be patient. It takes time to develop a true atmosphere of trust and cooperation among teachers. However, with time teachers will learn that they are not alone in their struggles, and that they can seek support and advice from others.
- **Remember:** Many teachers are overworked and facing a lot of stress and pressure. It is important to explain that the project will benefit them in the long run.

Notes

step three





leadership workshop

Notes

Step 3

step three



Leadership Workshop 3: Exploring the Role of Teachers

- 3.1 Remembering Relationships [page 28](#)
- 3.2 Professional Pride [page 32](#)
- 3.3 The Way We Learn [page 35](#)
- 3.4 What Is an Effective Teacher? [page 40](#)
- 3.5 Why Do Children Misbehave? [page 44](#)
- 3.6 Relationships of Quality [page 51](#)



Module 3.1

Remembering Relationships

1 hour, 30 minutes

Step 3



Preparations

- Chalkboard, chalk

Competences

The participant;

- identifies actions that improve relationships between adults and children
- mentions actions that lead to poor relationships between adults and children.
- suggests actions he/she will take to improve relationships between adults and children.



step three

Steps

Part 1 - Feel Good/Feel Bad Reflection (30 minutes)

1. Divide the chalkboard into two areas. On one side write, 'made me feel good' and on the other side, 'made me feel bad.'
2. Ask participants to think back to their childhood (even if you are doing this exercise with children, ask them to remember when they were younger). Ask them to remember an adult who made them feel good when they were a child. It could be a relative, a teacher, a neighbour or a stranger. Ask them to remember the person and what this person did that made them feel good.
3. Give participants a few minutes to think about this on their own.
4. When the participants are ready, ask them to share their stories. They should say who the person was (e.g. neighbour or teacher), what they did and how it made them feel good. Remind them to keep it brief, just a few minutes.
5. Record a few words about what they did to make the person feel good under the 'made me feel good' section on the chalkboard. For example:
 - Encouraged me in English
 - Helped me when I was sick
 - told me nice stories
 - Was kind to me
 - Protected me
 - Paid my school fees
 - Spoke nicely to me
6. Keep sharing stories until you have a wide range of experiences, about six to eight stories, or until people seem finished.



3.1

7. Now ask participants to think back to their childhoods and to remember an adult who made them feel bad.
8. Ask participants to share their stories. Remind them to keep it brief, just a few minutes. They do not have to give the name of the person they are talking about if they don't want to. They could say who the person was (e.g. neighbour, aunt, grandmother), what they did and how it made them feel bad.
9. Record a few words about what they did to make the person feel bad under the 'made me feel bad' section on the chalkboard. For example:
 - Shouted at me
 - Beat me
 - Insulted me
 - Took my things
 - Treated me badly
10. Keep sharing stories until you have a wide range of experiences, about six to eight, or until people feel finished.

Part 2 - Feel Good/Feel Bad Discussion (1 hour)

1. Talk about the items on the 'feel good' side. Ask a participant to sum them up. Explain how we have all experienced things in life that have made us feel good or helped us feel safe and secure.
2. Talk about the items on the 'feel bad' side. Ask a participant to sum them up. Explain how we have all experienced things in life that made us feel bad. Explain how many of these things represent violence—caning, burning, denying food or school fees, shouting, and belittling.



3. Ask people what they think of this list? Are the experiences in the 'feel bad' list types of violence?
4. Do children today have similar experiences? Are their experiences different from the ones we had as children? Invite participants to share examples and stories.
5. If these things made us feel bad, why would we want our children to feel them? What can we do as adults to help children in our care have more experiences described on the 'feel good' side?
6. Talk about the people on the list: parents, teachers, neighbours, etc. The same person can sometimes do things that both make us feel good and make us feel bad. You don't have to be perfect to be a good teacher or a good parent. The aim is to try to create a relationship with the child in which there are more 'feel good' experiences than 'feel bad' experiences.
7. Explain that the goal of creating a Good School is to help children have more experiences that make them feel good and fewer experiences that make them feel bad. We can all be a positive influence on children. We can make children feel good, just as someone made us feel good when we were their age.
8. Ask for one participant to sum up the session. What are some of the things they learned? For example:
 - To remember what it felt like to be a child, so we can help children today to feel good about themselves and to have positive experiences
 - To remember how important it is to encourage and show love to children





Module 3.2

Professional Pride

1 hour, 30 minutes

Step 3

Preparations

- If possible, one candle for each participant
- Matches
- Secure spacious room or comfortable space outside.
- Prepare candles up to the number of your participants.
- Prepare matches or match box.

Competences

The participant;

- recognizes the impact of a teacher on society
- shares what makes him/her proud of the teaching profession.



step three

Steps

Part 1 - Personal Reflection (1 hour, 15 minutes)

1. Give a short talk about teaching, including the following points:
 - a. Teaching is one of the greatest professions of all. Teachers are responsible for shaping our children, for helping them to dream, to achieve, and to become the future leaders of our country—even our world.
 - b. When children grow up and become successful, who do they look back upon and thank? It is most often a favourite teacher who influenced them.
 - c. Teachers work under some of the most stressful conditions. They work in huge classrooms with limited resources and little support. They are often underpaid, paid late or not paid at all.
 - d. Still, teachers generally remain willing and excited to embrace new programmes and to put in extra effort to make their schools better places and to make the lives of their students safer and more rewarding.
2. Ask participants to sit in a circle. If you have candles, give one to each participant.
3. Ask participants to think about their profession and to think about a time when they felt most proud about being a teacher. It could be some achievement they made, a student they influenced, a particularly difficult situation they helped to solve, or the teacher who influenced them by modelling positive behaviour.
4. Light one candle and place it in the centre of the circle.
5. As the facilitator, begin with your own story. If you are not a teacher draw on your role as facilitator to share.



3.2

6. After sharing your story, light your candle from the candle in the centre and then place it in front of you.
7. Invite other participants to share their stories. Encourage them to focus on something that happened in their teaching career that made them feel proud to be a teacher. After they finish their story, they can light their candle from the one in the centre or from their neighbour's and place it in front of them. Continue until everyone has shared.

Part 2 - Closure (15 minutes)

1. After everyone has shared, close the activity by emphasising the following:
 - a. There are many challenges to being a teacher, but there are also many rewards.
 - b. Sometimes we focus on the challenges too much and we get discouraged. It is nice to remember how we can influence others.
 - c. Being a teacher is one of the greatest professions. We are responsible for shaping children's lives and helping them to become successful adults.
2. Ask if anyone would like to reflect on the session.
3. Thank everyone for sharing their stories and listening to each other. Congratulate them on their dedication and hard work and on being good teachers and role models.



step three

Module 3.3

The Way We Learn

1 hour, 30 minutes

Preparations

- Chalkboard, chalk
- A collection of common objects
- A bag
- Slips of paper with teaching assignments written on them (see Part 3, #2)
-

Competences

The participant;

- analyzes different ways children learn
- Identifies ways to support different types of students in his/her classroom

Steps

Part 1 - Creative Thinking* (20 minutes)

1. Prepare a bag with a few common objects in it—a paper clip, hair comb, ruler, tea cup, pencil, keys—anything you can find.
2. Divide the group into four teams. Ask each team to select an object from the bag.
3. Ask the teams to brainstorm for five minutes and to come up with as many uses for the object as possible. It doesn't matter how silly or unlikely the idea is, the aim is to list as many as you can think of.
4. After five minutes, ask each group how many ideas they came up with.
5. Ask a member of each group to come to the front of the room with their object and to list the three craziest ideas they had.
6. Have a discussion about this exercise. What was the point? Explain that the point is that we have to think outside our normal ways of doing things. We only discover new solutions to old problems if we look at old problems in a new way.
7. Often, when students receive information about a topic—say a history lesson or a new concept in physics—they don't have any idea how it relates to their lives and they become frustrated. Suggest to participants that just as they've tried to come up with many possible uses for their object, try to come up with as many possible uses for the information they are teaching to help students understand its significance to them.
8. Creativity is a skill which can be tapped with simple exercises like this. You can allow your mind to dream up new ideas in everything you do. You can apply this to the classroom by thinking of new ways to teach. The idea is not to be negative and to shoot down ideas, but to embrace all ideas and try to find new ways of doing things. For example brainstorming is a good way of encouraging creativity.

*Adapted from *Visualisation in Participatory Programmes*, by UNICEF

Part 2 - Using Our Senses (20 minutes)

1. Start a discussion by asking participants, "How do children learn?"
Ask, "When you are trying to learn something new, how do you best learn it?"
2. Discuss the different ways in which our minds receive and process information, such as:
 - Reading
 - Hearing
 - Seeing
 - Doing
 - Various combinations of the above
3. Write each of these categories on the board. Go around the room and ask participants to provide examples of how they might learn something through one of these categories. Examples might include:
 - Reading a textbook
 - Hearing a lecture
 - Seeing an experiment performed
 - Doing a drama
 - Watching a film (seeing and hearing)
4. Based on this information, brainstorm some ideas that teachers might use in the classroom to help students learn and remember information better. For example:
 - Ask many questions
 - Vary teaching methods
 - Use activities
 - Music



- Art
- Drama
- Exercises
- Moving outside the classroom for live examples
- Storytelling
- Group work
- Brainstorming
- Have stretches or short games to liven things up
- Community-based assignments

Part 3 – Creative Teaching in Practice (50 minutes)

1. Have three people serve as a panel of judges. Ask for volunteers or have the group elect them.
2. Divide the remaining participants into three teams. Write down a different topic on three pieces of paper. Ask each team to select a piece of paper. This is the topic they will create a lesson around, or they can come up with their own topic, which is relevant to the subject matter they teach. Possible topics include:
 - a. You are a math teacher. Your lesson today is to teach students about multiplication and division.
 - b. You are an English teacher. You are trying to help your students to understand past and present tense.
 - c. You are a social studies teacher. You are trying to teach your students about how the world is divided into different countries and continents.
 - d. You are a science teacher. You are developing a lesson about photosynthesis and how plants turn green.

3. Each team must come up with a way of teaching this topic using a combination of the senses and without relying heavily on lecturing. The lesson should not last more than 10 minutes. They can use any method they choose—drama, music, songs, games, materials, art, poems, brainstorming, moving around outside the classroom, storytelling or a combination of these methods. Ask them to be as creative as possible.
4. Explain that each team will present their lesson to all of the participants in any way they want. After all three teams have presented, the judges will confer and elect a winner, based on who was the most creative and how easily the lesson was understood.
5. Give each team 20 minutes to prepare their lesson, then invite the groups to come back. Limit the presentations to no more than 10 minutes, just enough to get their point across. After each group presents, give the judges a few minutes to take notes and confer if necessary.
6. Ask the judges to announce the winner and explain why the lesson was effective.
7. When wrapping up, ask volunteers to explain what they learned from the session.

Examples:

- Children learn in many different ways.
- As teachers we can develop creative teaching methods to help children learn better.



step three



Module 3.4

What Is an Effective Teacher?

1 hour, 30 minutes

Step 3

Preparations

- Chalkboard, chalk
- Have a sample lesson plan using the approved NCDC template

Competences

The participant;

- identifies the qualities of an effective teacher
- explains the importance of preparation to the effectiveness of a teacher



step three

Steps

1. Brainstorm with the group the qualities of an effective teacher, asking participants to focus their ideas on the act of teaching in the classroom, since issues of discipline will be discussed in another session. Responses may include, "a teacher who is clear about what they want to teach," "a teacher who plans ahead," "a teacher who ensures that students understand what is being taught," etc.
2. Ask participants how a teacher's preparation for classroom-time can affect their effectiveness as a teacher. Prompt participants for answers using the ideas that were generated in step 1. Record participants' ideas on the chalkboard.
3. Introduce the idea that effective teachers use tools to help them plan. Explain that in today's session you will learn about one such tool.
4. Ask the group if anyone has created a Lesson Plan. Explain that a Lesson Plan is a map of what you want to teach in a given lesson, what outcome you expect for students, what teaching approaches you will use, and what resources you will need. It helps teachers organise their thinking in advance, so that they can be more responsive to students' needs during the lesson.
5. Ask each group to present their Lesson Plan. Gather encouraging feedback and additional ideas from the group.
6. Wrap up session by encouraging participants to always draw lesson plans to improve their effectiveness in the classroom.
7. Wrap up session by encouraging participants to always draw lesson plans to improve their effectiveness in the classroom.



Module 3.5

Why Do Children Misbehave?

1 hour, 30 minutes

Step 3

Preparations

- Chalkboard, chalk
- Prepare a clean chalk board or flip chart and markers.
- Prepare masking tape to use in the session.

Competences

The participant;

- identifies the different reasons why children misbehave.
- suggests ways of managing emotions when responding to children's misbehaviour



step three

Steps

Part 1 - The Underlying Need (1 hour)

1. Ask the group to define the word 'misbehaviour'. What do we mean when we say a student has misbehaved? Brainstorm a group definition. For example,

Misbehaviour consists of undesirable behaviours that do not comply with our expectations or classroom rules, that interfere with positive social interactions and self-discipline or that place the child or others in danger.

2. Explain that most children misbehave for a reason. They may not know what the reason is, but there usually is one. Most of the time, the child misbehaves because s/he has an unmet need. It is important to find the child's underlying need to understand why they are misbehaving.
3. Explain that the reason children misbehave can be broken down into three categories:
 - a. **Physical:** Sometimes a child has an unmet physical need, and this will cause them to misbehave. This might include being hungry or feeling sick.
 - b. **Cognitive:** This relates to how a child learns and processes information. Sometimes a child misbehaves because of frustrations in the classroom, such as being bored or not understanding how something is being taught.
 - c. **Emotional:** Sometimes children misbehave because they have a hard time managing their feelings. For example, if they are angry or lonely, or they feel like they are being excluded from the group.
4. Divide the participants into three groups. Assign each group one of the categories: physical, cognitive, or emotional. Their task will be to:



- Discuss the category they have been assigned. For example: Why does a student's physical needs affect how they behave? Ask each group to come up with a brief explanation of their category.
 - Brainstorm as many things as they can about what a child might be experiencing in the category they have been assigned. For example, what might a child be feeling physically when they are misbehaving? What kind of beliefs might they hold about themselves when they are misbehaving? What sort of emotional issues might a child be going through that will affect how they learn? What are some of the feelings and experiences you had as a child?
5. Allow the groups about 15 minutes to brainstorm their lists. Have the groups come back together and ask each group to present their list. After all groups have presented, ask if anyone wants to add to the lists. Use the following guidelines:

Physical

- I'm hungry.
- I'm tired.
- I'm sick.
- I'm too hot or too cold.
- I'm dirty.
- I don't have comfortable clothes/uniform.

Cognitive

- I don't understand.
- The lesson is too easy or too difficult for me.
- I don't feel prepared.



- I'm frustrated because I can't do it.
- I'm trying, but I don't have the right skills.
- The teacher's methods don't work for me.
- I don't know what the teacher's expectations are.
- I'm bored.
- I know I'm going to fail anyway, so I just don't try.

Emotional

- I feel lonely.
- I feel like I don't belong to the group.
- I feel that I am not accepted.
- I don't feel safe.
- I don't feel respected.
- I'm angry.
- I'm hurt.
- I want to seek revenge.
- I need attention.
- I want to be in control.
- I'm scared of the teacher.



6. Explain that a teacher's first challenge is to discover why the child has misbehaved and then to decide if the behaviour actually deserves a disciplinary response. Explain that poor behaviour often results from factors outside a child's control and, therefore, disciplining the child will not eliminate the behaviour. Instead, other interventions and support for the child may be required.

7. Provide examples. For instance, sometimes children come late to school because they have a lot of work to do at home. Or maybe a child refuses to tuck in their shirt, but they are refusing because the zipper on their pants is broken, or a girl may feel self-conscious of her body. In these situations, what should a teacher do? Is a disciplinary measure appropriate?
8. Explain that other times, children make poor choices based on flawed beliefs. For example, sometimes children make no effort to arrive on time for school because they do not believe that being on time is important. These types of beliefs should be corrected through a disciplinary response—they are correctable beliefs. In these cases, you can use the variety of discipline responses already discussed in previous sessions.

Part 2 - Handling Your Emotions (30 minutes)

1. Ask participants "How do you feel when a child misbehaves in your class?"
2. Write down all the feelings on the chalkboard.
3. Discuss these feelings. Do these feelings lead to actions? What kind of actions does a teacher take when these feelings come up? Do teachers sometimes react in the moment because they are angry or annoyed? Have you ever wished you had reacted to a situation in a different way?
4. Ask the group to think of alternatives. What can teachers do in the moment when they are annoyed at a child? Examples:
 - a. Choose to defer discipline until after class
 - b. Shift the child's seat
 - c. Ask the child to leave the classroom and to wait for you in the staff room

- d. Close your eyes and count to 10
 - e. Take a deep breath
 - f. Remember not to take it personally
 - g. Walk away
 - h. Say a short prayer to yourself
5. Tell participants you are going to do an exercise to help them relax. Ask them to sit comfortably on their chair. Ask them to place their feet on the ground, hands and arms relaxed in their laps. Tell them to close their eyes. Read the following visualisation in a soft, even voice.

Imagine you are at a beautiful place. Breathe in deeply, hold your breath for a few seconds and exhale slowly. As you do, feel your body relax. (pause for a few seconds)

The trees are green, the sun is shining and the breeze is cool. Imagine you are sitting under a tree, enjoying the fresh air. You are going to become aware of your whole body and help each part relax. (pause for a few seconds)

Allow your head and neck to relax. Feel all the tension flowing out. Relax the muscles around your mouth and let your whole face loosen up. Now move down to your shoulders. Are they tense? As you inhale, lift your shoulders up to your ears, as you exhale, let them drop, letting go of the tension. Again, inhale and bring your shoulders to your ears. Exhale and let them drop. One more time, inhale and bring shoulders up, exhale and drop them down. (pause for a few seconds)

Now bring your attention to your arms, your upper arms, then elbows, forearms, wrists, all the way to the tips of your fingers. As you feel each part, imagine everything softening. Now move inside your chest, tune into your heart beating. As you move down to your stomach, can you allow it to loosen and settle down? Let your awareness spread to your hips and your bottom and allow them to sink comfortably into the chair. (pause for a few seconds)



Now let your attention travel down your legs, noticing your thighs, your knees, your calves and ankles. As you come to each part, let them relax. Now become aware of your feet. Imagine all the pressure being released from them. Let each toe feel free and relaxed. (pause for a few seconds)

Now breathe deeply and evenly. Stay in this relaxed place for a few moments. (pause for a few seconds)

Now count slowly to five as you are inhaling. Then exhale, counting to five. Keep breathing slowly like this. When you are ready, open your eyes and come back to the room.

6. When the participants are ready, ask them how they feel. Explain that this is a very effective calming exercise. At any time of the day, when they are feeling stressed, they can go to the staff room or some private place and try it on their own. They can even do the exercise with their eyes open, or in the evening when they get home, they can take five minutes and let go of the day, helping themselves relax.
7. Ask participants what they have learned from this session and how they might apply it in their classrooms. Examples may include:
 - Children misbehave for reasons that are not always apparent. Sometimes those reasons can be successfully addressed without disciplinary action.
 - Remembering not to take children's misbehaviour personally and taking the time to manage one's own feelings will create a safer and more positive learning environment.



Module 3.6

Relationships of Quality

1 hour, 30 minutes

Preparations

- Flipchart, marker
- One piece of note paper for each person
- Prepare clean chalk board and pieces of chalk or flip chart and markers.
- Prepare masking tape to use in the session.
- Prepare one piece of paper for each participant.
- Prepare clean chalk board and pieces of chalk or flip chart and markers.
- Prepare masking tape
- Prepare one piece of paper for each participant.

Competences

The Participant;

- shares experiences of how they were impacted by role models
- explains how the way she/he treats children today will affect who they become as adults.
- identifies actions to make her/him a role model to the learners.

Step 3

step three

Steps

Part 1 - Who Defines Us? (30 minutes)

1. Ask participants to close their eyes. Ask them to think about a positive quality in themselves that they are proud of. Then ask the following questions: When did you first come to understand that this was a positive quality? How old were you? Did someone compliment you? Was it made clear to you by someone's actions?
2. Ask participants to think about the effects of this positive quality on their lives. Ask what positive things have happened in their life because of possessing this quality?
3. Ask participants to take out a piece of paper from their notebooks and record their thoughts as follows:
 - a. Positive quality:
 - b. How I learned it:
 - c. When I learned it:
 - d. Effects:
4. Ask participants to turn to the person on their right. Have them share their positive qualities with each other. Allow 15 minutes for partners to share.
5. Go around the room and have each pair share their qualities.
6. After everyone has finished sharing, hold a discussion. Ask questions such as:
 - a. How has what we experienced as a child influenced who we have become as adults?
 - b. How does this affect how we treat children?
 - c. When did we first learn these things about ourselves?
 - d. How do the actions of adults make an impact on young people?

Part 2 - Your Role Model (30 minutes)

1. Ask the group to define what a role model is and write the responses on a flipchart. For example, participants might say:
 - Someone you admire
 - Someone you respect
 - Someone you want to be like
 - Someone who embodies qualities and values you would like to have
2. Ask participants to think about someone in their life who they consider to be their role model or hero. Ask them to write down two of their qualities.
3. When everyone is finished, ask for people to share their role models and the two qualities they admire in them. Write a list on the flipchart.
4. After everyone has shared, review the list of qualities. Ask people to think about these qualities and where they all would be without them.
5. Lead a discussion including the following questions:
 - a. Ask participants about their own children or students. Do they think they are also looking for role models? Ask them to share examples about how students may be looking for role models.
 - b. Are you a role model to someone? Ask the group to share a few examples from their own experience.



Part 3 - Whose Role Model Will You Be? (30 minutes)

1. Ask participants to think about their children and students. Ask participants: What kind of people do you want them to become? What qualities do you want them to have? How can you help them develop these qualities? How can teachers or parents role-model these qualities to our children? Write responses on the flipchart or the chalkboard.
2. Choose three qualities on the list. Examples: hard-working, honest, confident, successful, disciplined.
3. Divide the participants into three groups. Assign each group a quality. Ask the groups to prepare a flipchart with two columns. Label column one "things that encourage this quality" and column two "things that discourage this quality".
4. Ask the participants to think about the quality and to imagine their classrooms. What are they doing that helps or hinders students from developing this quality? How are they role-modelling these qualities? Allow the groups 15 minutes to come up with their lists.
5. Come back to the group and report. After everyone has reported, lead a short discussion on how all of us could be role-modelling positive behaviour to the children around us.
6. Ask for participants to sum up the session and report what they learned. Possible responses:
 - It is important to think about the kinds of relationships we have with children and how we impact them.
 - Everyone learns by example and by having values and behaviour modelled to us.



Notes

step three





tools & materials

Notes



STEP 3: Monitoring Checklist

☐ Activity 3.1 Hold a planning meeting for Step 3.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.2 Engage teachers in rethinking their role and their relationship with students.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.3 Develop a helping relationship between teachers and students.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.4 Organise school-wide open meetings between teachers and students.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.5 Increase the use of creative teaching techniques.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.6 Support teachers' professional growth through recognition and feedback.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.7 Organise bi-monthly teacher reflection meetings.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____



Sample Teacher Appreciation Certificate

_____ School

is proud to present

with this certificate for

CONGRATULATIONS!

Signed: _____

step three



Sample Teacher Evaluation Form

Name of Teacher	Subject	Strengths	Areas of Improvement
Non-Teaching Staff	Name	Strengths	Areas of Improvement
Cook			
Guard			
Nurse			
Grounds keeper			
Bookkeeper			



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