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Annexes - Four Teacher Training Modules

The IGAD Teacher Training is a 'pilot initiative', implemented for teachers of displaced and refugee communities in three countries across the region (Ethiopia, Sudan, Uganda).

Following the Teachers' Needs Assessment in the three countries (April 2021), a set of training materials were developed, responding to the most urgent needs highlighted. The four modules developed in the months following the assessment included: Pedagogy, Psychosocial Support, Life Skills and ICT.

While writers were assigned for the development of each module, the process of module development was essentially a collaboration with the National Teacher Training Institutes and Colleges in the three countries. Focal points within Colleges (NTTCs) provided vital guidance and input. Based on the Assessment findings, the Thematic Focal points helped in selecting key subtopics and also provided samples of existing materials in each of the four themes, where they were available. Some of this material was directly included in the Facilitators' Guide and some for the Teachers' Manual which is given to all teachers to use within the training and for future reference. The Focal Points and their colleagues within the colleges also reviewed the first draft before the documents were finalised in August, just before the first found of training began.

Between the August 2021 and the close of May, 2022, approximately 600 teachers have completed the training (in two cohorts or rounds). Throughout this period, the teachers and also the trainers/Facilitators have also 'reviewed' and provided feedback and on their experiences of each session (across all modules) and in the training in general - including the relevance of the content and the methodology, the quality of the materials and also what they feel are the gaps in the resource. Now that two 'cohorts' of teachers have completed the training, the Regional Learning Exchange Workshop provides a further opportunity for collaborative reflection and discussion about the modules and to consider what aspects of them require adaptation or improvement.

To facilitate review and discussion in the Regional Learning Exchange Workshop, this document provides a brief introduction and overview of each module, the needs that it responds to, an outline of the methodology and also, and a summary of each of the sessions.

Annex I – Sample of module on pedagogical skills

The Education Assessment in the IGAD region (undertaken in Ethiopia, Sudan and Uganda in April 2021) revealed multiple challenges for school teachers in ensuring quality education for all learners. However, the exercise also illuminated the great resilience, determination, courage and creativity of many teachers across the schools – in both refugee and host communities. The Pedagogy Module aims to harness these of these attributes while introducing and deepening understanding of important pedagogical concepts, skills and practice.

The module explores a range of important pedagogical themes, particularly those that are considered essential for the foundations of quality teaching and learning. It explores (and enables teachers to practice) what is essential to establish a safe and positive ethos for learning and both the practical and social steps to get there. It explores further the important



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steps for planning and developing a lesson and all associated components that will make learning more effective – such as good questioning techniques. These approaches also aim to foster confidence and self-efficacy in students which are critical in the refugee context where quality education may not have been so consistent or assured. As the Pedagogy Module component is limited to six days only it does not cover each and every aspect of this aspect of teaching and learning. However, the module does aim to equip teachers with the most essential aspects to help improve the quality of practice and enable them to become more effective and confident in their teaching.

As experienced pedagogues, Facilitators will recognize the learner-centred approaches which are reflected in the methodology throughout. As in all learner-centred classrooms, a positive partnership between the trainer and the learners (trainees) is fostered throughout each of the training sessions. Trainees (teachers and Head Teachers) are encouraged to question and to challenge, to have fun in their learning and, as much as possible, to share experiences and views. This training therefore presents a great opportunity to **share and reflect upon exceptional experiences** of teaching in an environment of displacement, instability and perhaps other contextual challenges. The more that trainees (teachers and Head Teachers) are encouraged to (and feel comfortable to engage in and develop their reflective practice, the more it may have a positive influence within their classrooms.

The module explores key aspects of creating a safe, stimulating, positive environment that fully enables teaching and learning for ALL students – including students with disabilities. This message therefore runs throughout the module. Finally, gender inequality was highlighted as a key issue in many of the areas of assessment. This training therefore provides potentially powerful opportunities to help address gender inequality through the messages included in the content, the methodologies employed - including the discussions and reflection sessions encouraged. A summary of the sessions of the module is presented below.

Resources included:

- Facilitators Guide
- Power Point Slide deck
- Hand-outs for each session
- Teachers' Manual
- Indicators of success



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Pedagogical skills (6-days)	
Sessions	Summary of the Session
Introduction to Pedagogy and the Module	An introductory session, together the trainees and facilitators develop an agreed, positive ethos and set of 'house rules' that ensure all enjoy and gain from a positive training experience.
Approach to Professional Development (Professional Development Planning)	Overview of this session for Trainers/Facilitators: This session introduces a framework for trainees' continuous professional development through the following five themes. The purpose is to outline how teachers learning will be continually encouraged and supported over the coming months.
Code of Conduct	This session shows how working together with students to collaboratively formulate 'rules' and develop a Code of Conduct together can help create a safe and positive learning environment.
Classroom Management	This session introduces a method of identifying some of the root causes to issues that challenge good classroom management. After looking deeply into what might be the root causes to certain issues, problems and challenges, the trainees work collaboratively to explore what may be the most appropriate solutions that will help move forward positively. Trainees will also identify and share some examples of good practice in relation to each of the classroom management themes.
Seating Arrangements, Setting up a Classroom	This session highlights the importance of varying the arrangement seating and student interaction. It shows that the way the class is arranged impacts not only on the type of interaction between students – but also their thinking and development of a range of skills and competencies . It also shapes the ethos of the school itself.
Student Attendance and Registration	This session highlights the many important reasons why administering student attendance and student registration is so important. When teachers are aware of and keenly following the patterns of attendance (data emerging in these important school records) they are in a better position to begin to address barriers to student attendance and potential drop-out. This session explores why this is important and how to do this well.
Effective Communication Diversity	Through exploring what makes effective communication in the classroom, the trainees will be aware of their communication practice and how improving and developing good communication skills can enhance their relationship with the students.



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Differentiation and Diversity	The session explores the importance and implications for varied teaching methods, pedagogy and aspects of classroom management given that no two students are the same and all students learn in different ways. Teaching the very same thing in the same way to all students in the class means that some students will be learning - while others will not. Some teachers 'teach to the middle' students only hoping that all students will benefit.
Managing Behaviour in the classroom.	This session explores the reasons behind students' behavior (particularly behavior that that may be inappropriate for the classroom) and how teachers can support, encourage and foster positive behavior and ultimately, develop a positive ethos for learning in the classroom.
Managing a Large Class	This session allows Trainees to reflect upon and share the realities of their classroom environment and what can be done to help improve teaching and learning in 'large classes' (where the number of students may be well above the national average). Trainees will be able to implement specific techniques to support the good management of large classes. (However, in addition to this particular session, all sessions <u>throughout all of the modules</u> may also help contribute towards developing a positive ethos for learning in the large class).
Teaching and Learning Resources	This session is a brief introduction to 'teaching and learning resources. The module returns to this theme in more depth on Day 5.
Methods of Questioning	Trainees explore the critical role of questioning in good teaching and learning, looking into a range of types of questions and also strategies to improve questioning in the classroom. The session links with the 'curriculum and lesson planning' and how 'good questions and good questioning' can help improve the quality of teaching and learning
Lesson Planning	Introducing the rationale of the lesson plan and also a practical tool, trainees will understand how and why effective lesson planning improves the quality of teaching and learning. They will be able to explain the relationship between syllabus, curriculum, lesson plan.
Schemes and Work and Curriculum	This session explores the bigger picture, the source of the lesson plan – which is the scheme of work. A scheme of work sits mid-way between the curriculum and a lesson plan. Some teachers will be very familiar with developing a scheme or work whereas for others it may be a new experience. While this session doesn't afford enough time to look very broadly and deeply into schemes of work, it will highlight some key steps and some very important considerations. After that, the session will logically move on to Lesson Planning.



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Learner-Centred Methodologies	In this session trainees explore and review a range of learnercentered methodologies, how and why they may be appropriate for teaching and learning different concepts and different groups of students.
Developing a Lesson Plan (using a tool, the concepts and practical exercises).	Trainees will work collaboratively with colleagues to develop a lesson plan that includes all components and reflects all aspects of good pedagogy that have been covered throughout the module.
Bringing it all Together	Trainees are invited to work with colleagues (in pairs or small groups) to develop and present a lesson to all others in the class/group. The group should consider all of the concepts explored throughout the Pedagogy Module. As trainees present their lesson, those observing may review and comment on how well the new learning is reflected in the lesson.
Developing and Action Plan	Through this session the teachers are invited to reflect upon all they have learned and once again, develop and refine their own personal development plan. Over the coming days and weeks trainees should be encouraged and supported to develop their skills and understanding in the areas or themes they have chosen.
Reflection, Growth Mindset	The Pedagogy Reflection provides the space and time for trainees to convene and share their experiences of applying the learning with their students. What ideas/themes/concepts you able to try out? Have teachers seen any changes or progress over the weeks? What has been effective and easy to integrate into their practice, what has not and why?
Interactive Methods of Training (<i>Additional resource to drawn upon to support effective, engaging methodology</i>).	A list of creative and active training methodologies that can be utilized and integrated into the training as appropriate.



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Annex II – Sample of module on psychosocial skills

All students have psychosocial needs. This 4-day psychosocial support (PSS) module aims to prepare refugee secondary school teachers in the IGAD region to support both the psychosocial wellbeing of their students, as well as themselves.

Due to the experience of displacement and exposure to prolonged adversity, as well as the experience of the recent COVID-19 pandemic, the psychosocial wellbeing of students and their families has been impacted in many ways. For students, the experience of schools being closed for significant amounts of time will have vastly influenced their psychosocial support systems and wellbeing. It is anticipated that students resuming school after such a long break will struggle with a range of psychosocial issues. These issues will likely interfere with students' learning, behavior, and the overall atmosphere of the school environment. Additionally, the stress and distress that students may experience as a consequence of major life-changes may cause them to struggle to concentrate or re-establish their focus for study. It is also likely that caregivers and teachers will have been significantly impacted by displacement and the recent COVID-19 pandemic, which may have further consequences on their behavior, stress levels, teaching practices, and their own psychosocial wellbeing.

With this context as a backdrop, **this training provides teachers with some basic tools and skills to be able to offer psychosocial support to their students and contribute to their students' psychosocial wellbeing in the long-term.** It further aims to enable teachers to explore creative, equitable, and inclusive ways to help students to reduce stress, foster resilience and coping skills, build supportive relationships, and possibly prevent more severe psychological problems. The training also aims to help teachers recognize **signs of their own stress** and use positive coping strategies to support their own psychosocial wellbeing.

This training covers content related to: the basic principles of human needs and psychosocial wellbeing; key features of providing psychosocial support, including creating safe and supportive learning environments, using positive discipline practices, and listening and communicating with students in supportive ways; the basic signs of stress across the ages; how teachers can manage their own stress, as well as support students experiencing severe stress or distress; and numerous classroom-based activities to support psychosocial wellbeing, as well as to help students build social and emotional skills that will help build their resilience and allow them to thrive in the face of adversity long term.

Many activities in this training are rooted in mindfulness and approaches that encourage teamwork, cooperation, and communication, such as group work and pair work.

The facilitator should do their best to model the behaviors they encourage in the teachers, follow the principles and practices you are teaching the trainees, and create a safe and supportive learning space, encouraging teachers to ask questions, engage, and participate.

This training encourages **practical adaptation** and application, such as asking teachers how they could **adapt** different activities to accommodate large class sizes, limited resources, students with differing abilities, and how to adhere to COVID-19 protocols.



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Lastly, this training recognizes the intrinsic knowledge, skills, and experience that teachers already possess and shared of experiences with others and to get creative around developing new and fun activities they can do with their students. As the facilitator, you have great potential to support the psychosocial wellbeing of teachers and to prepare them to support their students. A summary of the sessions of the module is presented below. The same resources as in the pedagogical skills module have been included.

Psychosocial Support (4 days)	
Sessions	Summary of the Session
Understanding Wellbeing	This session explores the meaning of 'wellbeing' and its different interpretations. It also introduces the concept of 'balancing different needs' and how wellbeing is influenced by how our different needs are met. The trainees reflect upon the five different domains of wellbeing and consider how each of them impact upon our student's wellbeing.
What is Psychosocial Wellbeing	This session explores 'psychosocial wellbeing' in particular. Trainees reflect upon what needs may be influencing and impacting upon the psychosocial wellbeing of their students. Also, through discussion and shared experiences, the trainees consider what specifically they can do in order to identify and be more aware of student's needs as well as support and nurture the psychosocial wellbeing of their students.
Providing Psychosocial Support	In this session trainees explore what psychosocial support is as well as the role of schools and teachers in providing psychosocial support to students. By the end of the session trainees can list ways teachers can create a safe and supportive learning environment and also positive listening and communication strategies.
Positive Discipline	Trainees explore the theme of positive discipline. By the end of the session they should confidently list and describe positive discipline strategies. They also discuss in depth the kinds of student behaviors they find most difficult to deal with. Trainees reflect upon whether their teaching style changed since experiencing an emergency or crisis, including the COVID-19 pandemic? If so how?
Preventing misbehavior	This session explores the different strategies that can help to contribute to students' psychosocial wellbeing. Trainees are asked how these strategies may need to differ to accommodate students of different genders, ages, and abilities. The session reiterates that a key feature of positive discipline is to prevent misbehavior <u>before</u> it starts through positive classroom management.



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Responding to misbehavior	In this session the trainees explore again the steps that might contribute to students' psychosocial wellbeing. Also, trainees reflect upon any of the strategies that would need to be adapted in order to accommodate students of different genders, ages, and abilities. The session concludes by reiterating that positive discipline is about teaching students how to change their behaviour for the long term and that positive discipline is a key feature to providing PSS to students.
Putting it all together	This session brings all the learning together. The groups have 10 – 15 minutes to think of a way to show positive discipline, as well as positive listening and communication, through a short drama/theater performance. They are further encouraged to explore their creativity and when preparing a performance for others in the group to observe.
Stress management for Teachers Describing Stress Teacher Stress: How teachers deal with Stress And Effects of Teacher Stress on Students	<p>Trainees explore what stress is and how 'teacher stress' can affect students' psychosocial wellbeing. By the end of the session, trainees are able to list strategies for coping with stress. What is stress.</p> <p>This session explores the relationship between emotions, feelings, and sensations? Why is it important for teachers to reflect on their own feelings, emotions, and sensations? What are some ways teacher stress might affect students? Why is it important for teachers to be able to manage their stress?</p>
Coping with Stress and Distress, practicing stress management	This session explores the idea and practice of mindfulness and the range of opportunities we have for mindfulness in our daily lives. Teachers are invited to share and experience some mindfulness practices and consider how and why they might draw upon them as a way to develop and continually nurture psychosocial wellbeing.
Practicing Stress Management (Mindfulness)	Exploring mindfulness activities.
Student stress and distress	<p>By the end of this session teachers are able to list signs and symptoms of student stress and distress. After the activities they will be able to list ways to support students experiencing stress and distress.</p> <p>The session reiterates the importance of recognizing signs of stress in students. It introduces ways to explain student behavior, help teachers identify how best to support their students, and ultimately allow teachers to support their students' psychosocial wellbeing. Additionally, the session reiterates that children and adolescents show signs of stress differently depending on age and that teachers must adapt their approaches to support accordingly.</p>



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Responding to Student Distress	This session looks at why is it important for teachers to recognize signs of stress in students? Are signs of stress the same across all age groups? What are the strategies to support students showing severe signs of psychosocial distress? Also emphasised is the importance of referral. If teachers know a student needs specialized support, what should they do?
Building students Coping Skills	This session explores specific strategies to build resilience's in students to explore the competencies that enable them to build good resilience (making and keeping healthy friendships, developing skills of reflection, mindfulness, positive communication and more).
Psychosocial Activities and Practice (to build emotional and social skills).	This session explores resilience more deeply. Teachers practice a number of activities to help students with PSS wellbeing.
Mindfulness for students	The session explores mindfulness as an effective tool to help students become more self-aware and also strengthen their resilience further in addition support their life-long learning.
Action Plan	Trainees plan their professional development goals and what they are going to do to achieve them (both in and outside of the classroom).
Final Wrap-up	<ul style="list-style-type: none"> ★ What is stress? ★ What is the relationship between emotions, feelings, and sensations? ★ Why is it important for teachers to reflect on their own feelings, emotions, and sensations? ★ What are some ways teacher stress might affect students? ★ Why is it important for teachers to be able to manage their stress? ★ Why is it important for teachers to recognize signs of stress in students? ★ Are signs of stress the same across all age groups? ★ What are some strategies to support students showing severe signs of psychosocial distress? ★ Should teachers try to provide counselling or trauma care to their students? ★ If teachers know a student needs specialized support, what should they do? ★ What is resilience? ★ What is social and emotional learning? ★ How does helping students to build social and emotional skills contribute to their resilience and psychosocial support?



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1.5 days of follow-up	<p>The purpose of the 1.5 days follow-up is to:</p> <ul style="list-style-type: none"> To review content on psychosocial wellbeing, how emergencies affect psychosocial wellbeing, and strategies to provide psychosocial support. To review content on teacher stress, student stress, and ways of supporting students in distress. To provide clarity on key terms, concepts, and strategies from the previous training. To allow trainees to showcase how they have applied what they learned from the previous training and to share what has worked well for them. To allow trainees to discuss challenges they have faced in applying what they learned from the previous training and brainstorm potential solutions.
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Annex III – Sample of module on life skills

Life Skills can be described as the set of competencies that enable us to achieve psychosocial, emotional, social and mental wellbeing. Life skills are important for everyone but especially so for those living in difficult, demanding or complex situations and environments where there may be limited resources, uncertain or fluid situations.

Strong life skills can enable us to develop, maintain and nurture positive, healthy relationships with others – and this competency itself enables to further strengthen other life skills (such as empathy, of awareness self and of others). Life Skills can help students in many aspects of their relationships with others, from making new friends and recognize the impact of their actions and behaviors to maintaining long and happy, healthy relationships with others.

Life skills education can help students build confidence as communicators and also enhance cooperative and collaborative skills. Life Skills education can provide opportunities for students to explore and experiment with a range of tools and ideas that can help develop their thinking skills – and find new ways at understanding and viewing a problem and responding to it. Through learner-centred methodologies this module introduces a range of competencies important for teachers and their students.

With a few tools, teachers and students can become better **problem solvers and critical thinkers** which can be of immense value throughout their life. Strong life skills can help us develop inner resilience and avoid responding to a situation in a negative or unhealthy way or, falling into crises, and overcome them when they occur. The concepts and skills in this module are introduced through interactive sessions that encourage trainees to reflect upon their own competencies from a Life Skills perspective and consider how they might respond in certain situations and scenarios.

Life Skills Module includes:

- Facilitators' Guide
- Power Point Slide Deck
- Hand-outs
- Indicators of success
- Teachers' Manual



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Life Skills Module

Sessions	Summary of the Session
Time Management	In this sessions Trainees explore the characteristics of time and how our management of time influences our effectiveness, our health and many aspects of life including teaching and learning (and also our relationship with students) in the classroom. This session looks into the impacts of poor time management as well as the positive outcomes of good time management! It introduces simple but effective tools to help manage time effectively.
Self-awareness	Exploring self-awareness this session affords the opportunity for Trainees to reflect upon and understand concepts such as self-identity, self-image and self-worth. It examines the factors that either help or hinder our self-awareness. This session has strong relevance to the lives of those who may be displaced including refugees as well as those who may or may not have a strong sense of belonging in their current circumstances. The session also looks at how we can recognise and best use personal 'gifts' or qualities and the role of self-awareness in doing so.
Self-esteem	This session explores the different aspects of self-esteem, how self-esteem can be developed or damaged and the effects of both. What are the effects of a low self-esteem in the immediate and the longer term and what can teachers do to support students in developing and maintaining a positive self-esteem?
Coping with Emotions Stress Management	This session links closely with sessions within the Psychosocial Support Module. It looks into the causes and effects of stress and what teachers can do to avoid it. What are the common stressors for teachers? What might be common stressors for people who may be displaced? This session highlights the value of stress management and offers practical strategies and approaches in dealing with or avoiding stress.
Assertiveness	The session looks into the meaning of assertiveness how developing assertive qualities can help us in our lives (including limiting or avoiding stressful or unnecessary situations that place demands upon ourselves. It explores techniques for (teachers and students) becoming more assertive.
Effective Communication	What is effective communication and what is non-verbal communication? How aware are we of the types of communication we commonly use (inside and outside of the classroom)? Is the way in which we are communicating with others enhance or inhibit our communication – and our relationship with others?
Empathy	What is empathy and why is it an important quality for teachers (particularly in schools with refugee and host



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	communities)? How can empathy have an enormous positive impact on our relationship and also the ambiance in our classroom? Why is empathy crucial for teachers and what tools can teachers draw upon to enhance their empathy towards others?
Critical Thinking	What is critical thinking, what does it mean to apply critical thinking and when is it needed? What tools can teachers draw upon to develop or strengthen their critical thinking skills? Is critical thinking more important for some students and teachers than others? What thinking processes are involved? How can developing good critical thinking be of great value in our lives in the shorter and longer term?
Problem Solving	Closely related to Critical Thinking, this session aims to foster or sharpen good problem-solving skills. It aims to foster 'solution oriented' thinking. Trainees explore the different skills required for effective problem-solving including creativity, logical thinking, emotional intelligence and it also reviews the many benefits of developing strong problem solving skills.
Collaboration Skills	This session demonstrates the value of collaboration and the skills required to collaborate well with others. It explores the methods of collective practice.
Interpersonal Relations	This session provides the opportunity for Trainees to deeply reflect upon their relationships with others and all of the competencies needed to develop and maintain healthy, positive relationships. It also explores the factors that are destructive of relationships and the competencies needed to avoid such destruction or breakdown.
Creativity and Innovation	How are innovation and creativity important in teaching and learning? In what ways can creativity enhance our daily lives, our thinking, our productivity, happiness? How can we develop skills of creativity and innovation and what difference will this make for us? How can we foster and develop our students' creative thinking skills and what are the benefits of this?
Conflict Management	What sparks conflict and what kinds of situations or actions can fuel it further – or diminish it? Is there a difference between conflict and violence? What happens when conflicts are unresolved? What specific behaviours can help us in avoiding conflict?
Financial Literacy and Entrepreneurship	What does it mean to be financially literate? What are the functions of money and what skills do we need to manage money well? What are the competencies needed to manage finances well? This session also introduces the entrepreneurship and the qualities and competencies needed for success as an entrepreneur.



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Annex IV – Sample of module on ICT skills

In the spirit of collaboration and coordination, this training was developed based on contributions from the National Teaching Training Colleges (NTTCs) within Ethiopia, Sudan and Uganda. NTCs in all three countries contributed substantial teacher training material, much of which is directly reflected throughout its content and methodology.

The ICT Essentials for Teachers training aims to do three things:

- Expose teachers to what is possible with ICT and encourage them to want to learn more
- Support teachers as they take responsibility for building their own ICT skills
- Guide them in strategies and tools for using ICT in their classrooms.

We cannot hope to cover all the basic ICT skills that teachers need in just three days. We are also dealing with a wide range of existing skill – from complete beginner to competent user. You will need to use your own skills in differentiating learning to cope with this. The key is discussing with the teachers, how their learning about ICT is their responsibility and you are there to support them. They will have to put in a lot of practice post-training if they are going to consolidate their skills.

A couple of points on customising the training to your context:

1. This training builds on specific aspects of the pedagogy training and help teachers to identify where ICT can help them with some of those strategies. It would be helpful for you to have your colleague/s available who facilitated the pedagogy training to work with you.
2. There is a lot of possible content to cover – especially with the computer programs. We cannot cover it all. It is best to help teachers become comfortable in the environment and direct them to the resources they can learn from.
3. You will be the best judge of the pace of the training, based on the profile of your particular teachers. Do not force them to cover everything we have included in each session. It is better to cover fewer things well than cover it all but confuse them.
4. Trainers are free to move things into later sessions, or even leave out a session, if needed.
5. Practice using ICT for differentiated learning – just as we are training the teachers to do. It is always good to practice what you preach! Talk to Trainees about it – go on the journey together.
6. Before the training, we hope Trainers/Facilitators will have time to become comfortable with the content in the facilitators' guide, handouts and PowerPoints. Please feel free to add additional slides – those provided are a guide and only cover the basics. But do try to avoid 'lecturing'.



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Learning Outcomes (Performance Goals)

- At the conclusion of this training, participants should have at least basic skills in using a computer for work processing, email and internet searching.
- They should have a positive attitude towards ICT in the classroom and be excited to learn more.
- They will be able to find open education resources on the internet and use them to enhance teaching and learning in their classroom.
- They will recognise their responsibility to build their own digital competencies and have action plans for doing so.

Included in this Module:

- Facilitators Guide
- Hand-outs
- Power-point Slide Deck
- Indicators, objectives



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ICT Module	
Session	Summary of the Session
Introduction and Expectations	<ul style="list-style-type: none"> To introduce the ICT training and discuss what will be covered; To uncover the expectations of participants and address them; To share workshop norms and housekeeping notices; To deal with any concerns of participants or facilitators.
Why ICT in the Classroom	<ul style="list-style-type: none"> To unpack how and why ICT is potentially beneficial in the classroom; For participants to identify where they are on the ICT skills continuum; To pair or group participants for their project work; To support participants to identify their learning priorities in this training.
ICT Skills Check-in	<ul style="list-style-type: none"> To understand the range of ICT skills in different software amongst the participants; To arrange the class into groups of differentiated working during PC lab sessions; To introduce word processing at different levels; To cover file management.
ICT Project – Internet Searching and Lesson Plans Project	<ul style="list-style-type: none"> To introduce internet searching skills; To explain the project for this training; Start finding relevant digital resources for their chosen topic; Start working on their project lesson plan.
ICT for Differentiation	<ul style="list-style-type: none"> To re-visit what we learned about differentiation and large class teaching in the pedagogy training; To explore how ICT can support differentiated teaching of large classes and different learning needs; To share some strategies for using ICT for differentiation.
Check-on on MS Word-processing and Search Check-in	<ul style="list-style-type: none"> To understand the range of word processing skills amongst the participants; To support word processing skills development at different levels; To cover more on document formatting and other operations in MS Word; To support continued searching for OER resources for their project lesson plans;



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	<ul style="list-style-type: none"> To introduce a checklist for evaluating digital resources.
Open Education Resources Social Media for Teaching and Learning	<ul style="list-style-type: none"> To introduce a category of online education resources which are freely available for use; To guide you in how to find these resources; To discuss the issues of copyright; To share some websites where you can find relevant resources; To introduce a checklist for evaluating online resources.
Social Media for Teaching and Learning	<ul style="list-style-type: none"> To find out which teachers are active on social media; To discuss the challenges and benefits of using social media; To introduce Facebook as a tool for the classroom; To steer participants to Facebook groups for teachers.
Check-in on email	<ul style="list-style-type: none"> Check experience and confidence in using email; To introduce ways of using email in teaching and learning.
Managing Classroom Records with ICT	<ul style="list-style-type: none"> To make a distinction between school and classroom records; To introduce how and why ICT is potentially beneficial for classroom record keeping; To identify the kinds of learning records that can be improved with ICT; To guide discussion on how to be more efficient with ICT for record keeping.
Chair Debate – Review Lesson Plans	<ul style="list-style-type: none"> To facilitate a debate for participants to share their views on the reality of being a teacher who uses technology in the classroom; To facilitate a group review of the new lesson plans and identify good practice.
Review and Reflect	<ul style="list-style-type: none"> To draw the ICT training to a close and invite participants to reflect on their learning; Support considerations of further professional development in ICT in teaching and learning; Evaluate the training at the first level of trainee satisfaction.



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