SUGGESTED COMPONENTS OF TEACHER TRAINING FOR MTB MLE

Introduce and help teachers learn and apply the basic “rules” or principles that support successful learning.

TT Objective: Teachers will understand and recognize the value of each principle and will incorporate them into their daily classroom activities.

• Start with what the children know; use that as the foundation for learning what is new (Schema theory)
• Support students in moving in “small steps” from what they know to what they need to learn (ZPD)
• Focus on all levels of learning (remembering, understanding, application, analysis, evaluation and creativity) in all classroom activities but give special attention to the higher levels (analysis, evaluation and creativity).
• Focus on meaning as well as accuracy in language education. Provide opportunities for students to practice using correct pronunciation and grammar when speaking, to sound out words correctly when reading, and to write neatly with correct spelling. But also provide students with plenty of opportunities to listen and read in order to understand and use new ideas and plenty of time to speak and write so they gain confidence in communicating their own thoughts and ideas.
• Also for language education (SL1, SL2, etc.), focus first on everyday language and then on academic (abstract) language to build student’s confidence in communicating about a variety of topics (everyday language) and to prepare them to continue learning as they move into higher grades (academic language).
• When introducing a new language, focus first on “hear, see, do” activities that do not require them to speak. When they have established a good “listening” vocabulary and are ready, encourage them to begin speaking. Do not expect them to begin reading or writing in a language that they do not yet understand.
• Encourage creative writing (starting with ‘emergent’ writing) from the first week of school so that the students recognize that whatever they think, they can write and build confidence themselves as authors.
• Make all class time interactive. Assign lots of projects in which students work together with a partner or in teams and encourage them to talk over ideas and help each other learn. Mix the teams so that stronger, average and weaker

1 Taken from S Malone 2010, “Components of teacher training workshop for early grade MTB MLE teachers”. Not published.
students work together and the stronger students learn how to be resources for others.

- **Respect the students as active learners.** Do not tell them what they already know but instead ask questions that encourage them to share what they know. Do not do things that they can do but instead ask different students to do those things themselves.

**Encourage teachers to think creatively about how to apply the principles across subjects**

*TT Objective: Teachers will be encouraged to be creative and strategic in identifying and planning child-centered methodologies in their classrooms.*

- In teams, **think of higher level questions** and **describe how those could be used in all subjects**. Examples:

  **Understanding questions:** How did .....? Why did .....? Can you explain .....? Can you summarize? Can you put that into your own words? How did she do that? How does that work?

  **Application questions:** How would you do that? How can you use these ideas to .....?

  **Analysis questions:** What are the parts of this story? How are these the same and how are they different? How is this like .....? How does that work? How would you organize this .....?

  **Evaluation questions:** Do you think that was a good thing to do? Why or why not? Did you like this story? Why or why not?

  **Creative questions.** Can you make up a story, song, or poem? Can you put together a plan for .....? Can you design a .....? Can you think of a new or better way to .....?

- **In teams, think of and share ideas for student-centered activities.** Examples:

  Assign teams or partners to solve a problem that will help them to understand a new concept

  Use games and competitions as a teaching method (and ensure that everyone has a chance to take part)

  Assign teams and partners to ask people in the community to teach them songs, poems, proverbs and riddles from the heritage culture that they can share with other students

  Invite people from the community to share knowledge and ways of doing things from the heritage culture with the students (Examples: traditional ways of measuring length, weight, volume; traditional ways of counting)

  Invite women and men from the community to teach the students songs, dances and other art forms from their heritage culture
Provide time for teachers to observe demonstrations of some of the most important MTB MLE teaching methods and then practice each one.

**TT Objective:** Teachers will use the student-centered approaches effectively in their classrooms

- Listening Story
- Experience Story
- Big Picture
- Students’ “Picture Stories” (emergent writing)
- Shared reading (teacher reads a Big Book with the students)
- Student reports
- Asking higher level questions
- Relay stories
- Creating Action Songs
- Creating Listening Stories
- Incorporating local culture into lessons

For planning: Identify the activities that you want teachers to observe and practice, identify the person who will do the demonstrations and then plan the time frame for the demonstration and then practice

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person to demonstrate</th>
<th>Time Frame: Demonstration</th>
<th>Time Frame: Practice &amp; debrief (teams)</th>
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<tbody>
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