Developing Learner Participation

Bite-size introductory training for lecturers and tutors Module 7

Bite-size introductory training for lecturers and tutors

Prepared for:

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The Norwegian Association of Disabled
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Module 7: Developing learner participation – bite-size introductory training

A teacher training resource for teacher trainers

Version 1

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THE REPUBLIC OF UGANDA
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Contents

Introduction.....4

Activity B7.1: Introduction to the session 6
Activity B7.2: Warm up – setting the scene 6
Activity B7.3: Types of peer support 8
Activity B7.4: Developing peer support.....9
Activity B7.5: Involving learners in decisions affect them 14
Activity B7.6: Planning to consult learners.....19
Activity B7.7: Developing critical thinking skills.....19
Activity B7.8: Papering the walls with our wisdom 22

Resources 24

Resource B7.1: Types of peer support 25
Resource B7.2: Benefits of peer support.....26
Resource B7.3: Promoting a supportive environment.....27
Resource B7.4: Peer mentoring information.....28
Resource B7.5: Peer tutoring activities 29
Resource B7.6: Supporting peer- and self-assessment.....30
Resource B7.7: Benefits activity sheet 31
Resource B7.8: Approaches to participation 32
Resource B7.9: Hart's ladder of participation 33
Resource B7.10: Hart's ladder of participation cards 34
Resource B7.11: Attitudinal barriers to participation.....37
Resource B7.12: Challenging Attitudinal barriers to participation.....38
Resource B7.13: Building a foundation for critical thinking with very young learners.....42

Introduction

This bite-size training session is devised to help trainers introduce Module 7 to lecturers and tutors at teacher training institutions in Uganda. The term "bite-size" is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.

Module 7 provides lecturers and tutors with ways to promote methods for further developing learner participation, including through developing peer support and involving learners in the making of decisions that affect them. Developing participation skills is key to developing independent learning skills. Independent learners are able to make informed choices and take responsibility for their own learning activities. They are motivated and confident enough to take decisions and act on them. They are able to reflect on their learning, think critically and identify their weaknesses and how to improve. Independent learning skills are key to succeeding in education and for entering the world of work.

Inclusive education is a process that involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of ***all*** learners in their community. Consulting learners and involving them in decision-making is an important way to make sure such changes are effective. The right to participate is enshrined in the **United Nations Convention on the Rights of the Child (UNCRC)**. Learners exercising their right to a voice in how they are educated not only enables teachers and schools to plan improvements, it also encourages learners themselves to take greater responsibility for their own learning and the learning of others, e.g., their friends and peers. This helps provide them with the experiences and skills they need to enjoy and succeed in academic and social activities. Furthermore, it means teachers can draw on the cooperation and resources of the learners themselves, a particular benefit where teachers experience a lack of resources.

Materials and facilities needed for the bite-size training

Each participant needs a copy of Module 7 to refer to whilst undertaking this training. Further useful reference information is also contained in the Supplementary Module on **Including Learners with Additional Needs**.

The workshop requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:

Further resources needed include speakers to support film presentations, a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

The IETT self-assessment framework for the promotion of inclusive education competency: a resource and guidance toolkit for teachers and schools

It is recommended that lecturers and tutors are introduced to the Inclusive Education Teacher Training (IETT) inclusive education self-assessment competency framework so that they can plan to disseminate it to their students sometime during their study of the seven modules. Training activities to introduce the competency framework, provided by the framework's **supplementary training module**, can be used. These activities take up to 2 hours and would require an additional session to the Bite-size sessions to complete.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this Bite-size session requires up to **4 hours** of training.

Bite-size training for Module 7 (B7): Developing learner participation

Activity R7.1: Introduction to the training

10 minutes

Welcome the participants and explain that this bite-size training session is devised to introduce Module 7 to lecturers and tutors at teacher training institutions in Uganda. The term "bite-size" is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.

PPT 7.1 Introduction to Module 7 (3 slides)

PPT 7.1 slides 1 - 3

Remind participants of the aims and content of the module

Activity B7.2: Warm up – setting the scene

20 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question (see below) that A has to answer first. After 30 seconds shout it out again for B to answer. Then they do the same again with question 2 – though B could start this time. The pairs are listening to one another. For questions 3 to 8, the second participant in the pair should expand on, or add additional points to those mentioned by the other participant in the pair.

- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training in Module 7.
- The activity is pacey and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!
- Emphasise that as participants have not yet seen the module, it is not expected that they answer the questions to their satisfaction. Participants are encouraged to say as much or as little as they wish within the time allowed.

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to delivering the module to your students?
3. Can you give examples of 'learner participation'?
4. What are the benefits of further developing learner participation?
5. How can peer support help learning?
6. Why promote peer- and self- assessment in the classroom?
7. How can schools consult learners in order to improve teaching and learning?
8. Can you suggest some ways to develop learners' critical thinking skills?

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs form to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Bite-size Session.

PPT 7.2 Pictures from the ToT workshops – slides presentation (29 slides).

Show the presentation of pictures taken of the previous Module 7 training that was undertaken by participants in Ugandan Training of Trainers (ToT) workshops. This provides a visual record of parts of previous training workshops that participants may find useful to see. **The slideshow should be quite pacey**, but do give time for participants to read some of the content of the slides.

Finally, in plenary, ask the group if there are any questions.

Activity B7.3: Types of peer support

25 minutes

PPT 7.3 Types of peer support – slides presentation (5 slides)

Resource B7.1 **Types of peer support**

Give out **Resource B7.1** to each group.

PPT 7.3 slides 1 - 2

Explain to participants what is meant by peer support and ask them to read through **Resource B7.1** and discuss the types of peer support listed, whether learners will need training to provide any of these, and what types of peer support are already provided in their own classrooms and schools.

Resource B7.2 **Benefits of peer support**

Give out **Resource B7.2**, a copy to each group, allocating a row to each group (each type of peer support).

PPT 7.3 slide 3

Ask each group to give a detailed example of the type of peer support they have been asked to look at and think of ways that type of support could benefit learners.

For example, a detailed example of **'befriending'** could be where a teacher encourages some more socially confident learners to invite their classmate who has yet to make any friends to join in with their playground games. The benefit of this is a learner who is isolated makes friends. An example of a school promoting **roles of responsibility** could be the appointment of

'prefects'; a role that develops learners' communication and leadership skills. An example of **peer tutoring,** such as learners helping each other learn to read, can develop the peer tutors' confidence as learners.

After about 10 minutes, ask for feedback on each type of peer support in turn, for discussion by the whole group who can also add their own ideas.

PPT 7.3 slides 4 – 5

Summarise by stating that these types of peer support contribute to:

- the promotion of a positive and inclusive school ethos;
- improved relations among learners, including those from different groups;
- increased confidence and self-esteem;
- better understanding of new concepts;
- the development of communication and social skills.

It can be stressed that all these benefits are likely to lead to improved attainment.

It is important to emphasise that schools should make sure that the support they ask learners to give each other is age-appropriate and that adequate training is provided where necessary. The inclusion of all groups in providing peer support, for example, girls and learners with additional needs performing roles of responsibility, also needs to be emphasised.

Activity B7.4: Developing peer support

50 minutes

PPT 7.4 Developing peer support – slides presentation (8 slides)

Introduction to group tasks (15 minutes)

Allocate one task per group from the tasks below (**Groups 1 – 3 below**) and go through each task before asking the groups to set about them. They have 25 minutes.

After completing their task, each group will be reminded of the other activities by the other groups through plenary feedback. It is important to explain that the following three group activities are slimmed down and partial versions of the full activities in Module 7, that is Activities 7.2b - e.

If there are more than three groups in the Bite-size session, then allocate them each to one of the four tasks – so that more than one group may be completing the same task.

GROUP 1: PEER MENTORING (20 minutes)

PPT 7.4 slide 1

Tell GROUP 1 participants about peer mentoring. Peer mentors help learners who are facing problems such as bullying, or difficulties making the transition from home to pre-school/school, or from one school to another, friendship difficulties, or general difficulties accessing learning.

Mention to participants that in Module 7 their students will undertake some training activities for learners to support **peer mentoring**. These include a trust-building activity where they lead their colleague around the room whilst her/his eyes were closed, and a role-play where they play the role of both a mentor or a mentee.

Resource B7.3 **Promoting a supportive environment**

Resource B7.4 **Peer mentoring information**

Give out **Resource B7.3** and **Resource B7.4,** copies to each participant.

PPT 7.4 slide 2

Ask them to read and discuss both resources, and share any experiences they have of peer mentoring schemes and initiatives.

The group should then **prepare a statement** to be delivered to the wider group explaining how learners can be supported to mentor each other, and how to make sure the scheme is successful.

GROUP 2: PEER TUTORING (20 minutes)

PPT 7.4 slide 3

A further type of peer support that Module 7 looks at is **peer tutoring**. Peer tutoring can be especially helpful for embedding learning through providing opportunities both for learners who are peer tutoring to reinforce their understanding and develop their language and thinking, as well as for the learners they help who need further explanation and support. Therefore, the personal and social skills of both those being helped and of the helpers themselves are being strengthened (e.g., communication skills and self-esteem, learning to negotiate with each other, and asking for help and support).

Resource B7.5 **Peer tutoring activities**

Give out **Resource B7.5**.

PPT 7.4 slide 4

Ask GROUP 2 to:

1. Discuss how peer tutoring could be used to benefit their learners in their own classrooms. They should collect their ideas on flipchart paper.
2. Read through **Resource B7.5** and write down examples of how peer tutoring could be used to respond to the 'tutoring needs' that are given in the first column. **Resource B7.5** gives an example ('learners with reading difficulties') to help participants with this activity, though they should think of their own.

They should prepare to a statement on peer tutoring to make during **the whole group plenary**.

The following table provides some examples of tutoring activities that relate to the tutoring needs given, if you need to share them:

Tutoring need	Example of how peer tutoring could be used and organised
Learners with reading difficulties	Paired reading, with able reader paired up with less able reader. For example, a 'Lunchtime reading club' in the library/quiet area with able readers trained and rewarded for their work.
Reinforcing learning from a particular lesson	More able and confident learners prepare and present to small groups within their class. For example, the class is divided into groups. A confident and able learner is assigned to each group to explain material previously taught to the entire class by the teacher. This activity could finish with a quiz where the peer tutor and the winning group gets a prize.
Learning how to use science equipment safely	Older learners help out. For example, older more experienced learners from other year groups support each group doing their first practical once the teacher has explained how to use the equipment.
Learning about drug misuse	Information communicated from peer-to-peer. For example, learners learning about drug misuse undertake a project on it, including research and inviting expert speakers and those with relevant experiences into school. The learners then relay what they have learned to other classes through displays, presentations, etc.

GROUP 3: PEER- AND SELF-ASSESSMENT (20 minutes)

PPT 7.4 slide 5

Mention how assessment for learning is explained in Module 7.

The module will help their students see the benefits of learners collaboratively reflecting on their performance and progress, so that learners can develop skills in peer-assessment that, in turn, enable them to assess their own performance. Peer- and self-assessment are recognised as powerful tools central to the assessment for learning process and are key to developing learner participation and independent learning skills.

PPT 7.4 slide 6

Go through the following benefits of peer- and self- assessment:

- Learners clarify their own ideas and understanding of the learning goal.
- Learners better understand the assessment criteria and how it can be applied to their work.
- Learners realise what aspects of their own work need to improve and how to better assess ways of achieving a higher standard.
- Learners get to talk about their own learning through discussing the learning of others.
- Learners increase their motivation through experiencing a wider audience to their work.

Resource B7.6 **Supporting peer- and self-assessment cards**

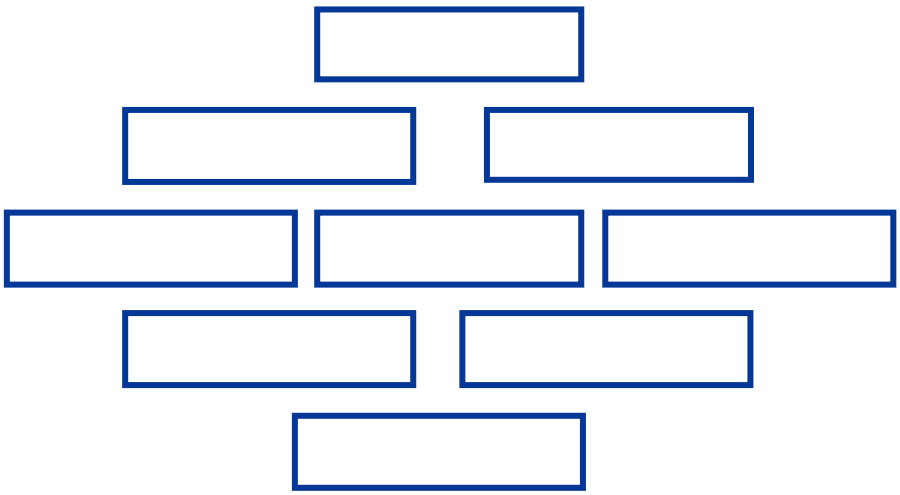
PPT 7.4 slide 7

Ask GROUP 3 to look at the prepared sets of the 'supporting peer- and self-assessment' cards, **Resource B7.6**. Explain that this activity looks at key practice that supports peer- and self-assessment, that is, what helps (contributory factors) learners to assess their own work and the work of their peers.

Ask them to think about how they can encourage learners to comment constructively on each other's work and reflect productively on their own performance. What are the key characteristics of a classroom where learners engage effectively in self- and peer-assessment?

They must select nine characteristics or factors (cards) that they consider to be the most important ones. Then they should arrange and rank them in a 'Diamond 9' formation (see example below), with what they perceive to be the most important factors towards the top, the less important towards the bottom, and leaving out any that in their view are least necessary.

Diamond 9



PPT 7.4 slide 8

Then ask participants to discuss in their groups how they would promote one of the key factors that they have identified in their classroom.

These ideas should be fed back to the whole group in **the whole group plenary**.

WHOLE GROUP PLENARY FEEDBACK (15 minutes)

One group from each of the 3 group activities above feedback/make their presentations to the whole group.

Activity B7.5: Involving learners in decisions that affect them

65 minutes

PPT 7.5 Involving learners in decisions that affect them – slides presentation (8 slides)

PPT 7.5 slide 1

Although teachers are always consulting learners, for example, by checking whether they are able to do something, understand something, want help, have completed the task, or need additional work, emphasise that teachers can develop more in-depth ways to consult learners to help them improve the teaching and learning that goes on in their classrooms. This can increase the engagement of all learners, including disadvantaged learners, as well as developing a better understanding of any barriers to learning that they may experience.

Inform participants that Module 7 provides information about the principles that can inform schools' approaches to developing participation, including making sure that every learner's views are taken account of, and extra support is given to those facing particular barriers to getting involved.

Introduction to group tasks (15 minutes)

Allocate one task per group from the tasks below (**Groups 1 – 3 below**) and go through each task before asking the groups to set about them. They have 25 minutes.

Explain that the tasks enable participants to partially engage with one of the activities in Module 7 that further develops understanding about how learners can be consulted and further involved in decision-making in their schools.

Participants work in their groups. After completing each task, each group will be reminded of the other activities by the other groups through plenary feedback. It is important to explain that the following three group activities are slimmed down and partial versions of the full activities in Module 7, that is Activities 7.3a - d.

If there are more than three groups in the training then allocate them each to one of the three tasks – so that more than one group may be completing the same task.

GROUP 1. BENEFITS OF AND APPROACHES TO LEARNER PARTICIPATION (25 minutes)

Resource B7.7 **Benefits activity sheet**

PPT 7.5 slide 2

Give out the set of cards from **Resource B7.7**. Explain that these cards go into two columns. One column is for cards giving 'examples **of participation'**; these cards are in italics. The other column is for cards that explain the likely 'benefits' of each participation example.

Working in their group, participants should think about which 'Example of participation' cards go with which 'Benefit' cards and put the relevant cards together.

The cards in **Resource B7.7** are arranged to show the correct answers, to help the trainer check the groups' work. However, participants may well be able to show how some of the Benefit cards may also match other example cards.

PPT 7.5 slides 3 – 4

Resource B7.8 **Approaches to participation**

Finally ask them to look at **Resource B7.8** and discuss the approaches they already have to the participation of learners in their schools. They should list some activities they are aware of taking place in classrooms or schools they are aware of that helps them listen to learners, and also encourages the learners' opinions to be shared.

Point out the example approaches/activities that are listed in **Resource B7.8** to help them and encourage discussion of them. Participants who work in early years development settings may, in addition to their approaches to learners' participation, also wish to share examples of how they encourage the participation of parents/caregivers.

In the plenary feedback provide feedback on which example cards have been paired with which benefit cards, and also emphasise how important it is to acknowledge what participants are already doing in their schools, helping them better understand how they already may be consulting and involving learners.

GROUP 2: DEGREES OF PARTICIPATION (25 minutes)

PPT 7.5 slides 5 – 6

This activity allows participants to consider ways of developing greater participation in their classrooms, through an understanding of the different degrees of participation; from what is just 'tokenistic' or 'decorative', to actions that are fully initiated by learners themselves and lead to collaborative decision- making.

Resource B7.9 **Hart's 'ladder of participation'**

Give the group a copy of **Resource B7.9**. Ask them to look at the resource, an illustration of Hart's 'ladder of participation'.

The diagram is of degrees of participation, represented by a ladder whose rungs represent increasingly participatory activities in ascending order. The top of the ladder's activities that involve 'child-initiated' shared decisions with adults are the **most participatory**, and those on the bottom three rungs are **non-participatory**.

Resource B7.10 **Hart's 'ladder of participation' cards**

Give out the cards from **Resource B7.10**. Explain that these cards go into two columns. One column is for cards giving Hart's **'Degrees of participation'** (taken from Hart's ladder of participation), and these cards should be placed in descending order to mirror how they are placed on Hart's ladder. The other column is for cards that give examples (in a school context) of each degree of participation (or 'rung' of the ladder).

The group should think about which 'Example' cards go with which 'Degree of participation' cards and put the relevant cards together, referring to **Resource B7.9 (Hart's ladder)** to help to put them in ascending order.

The cards in **Resource B7.10** are arranged to show the correct answers, to help you check the groups' work.

In the plenary feedback, the group should explain Hart's ladder to the whole group, and explain why certain 'Example' cards have been paired with 'Degree of participation' cards.

GROUP 3: OVERCOMING BARRIERS TO LEARNER PARTICIPATION (25 minutes)

Resource B7.11 **Attitudinal barriers to participation cards**

PPT 7.5 slides 7 - 8

Give out the prepared sets of the 'Barriers to participation' cards, **Resource B7.11**.

The group should consider some of the attitudinal barriers to participation that teachers/learners may experience in their particular school. They must select nine that they consider to be the biggest barriers. Then they should arrange and rank the barriers cards in a 'Diamond 9' formation (see activity above), with what they perceive to be the biggest barriers towards the top, the more surmountable barriers towards the bottom, and leaving one out that is the least important in their view.

Participants then identify **one way** that a school/education setting might overcome the top barrier they have identified in order to increase learners' participation.

Resource B7.12 **Challenging attitudinal barriers to participation**

Give out and ask the group to read through **Resource B7.12** showing ways to challenge attitudinal barriers.

In the plenary feedback, they should explain their decisions and ideas with the whole group.

WHOLE GROUP PLENARY FEEDBACK (25 minutes)

One group from each of the three group activities above feedback to the whole group, explaining the tasks they did and the decisions/conclusions they came to.

Activity B7.6: Planning to consult learners

10 minutes

Inform participants that in Module 7 (Activity 7.3f) their students are given the opportunity to plan a consultation of learners in their own school setting. Once deciding what to consult their learners about, they design an activity that can kick-start the consultation, carefully following guidance laid out in Module 7's **Resource 7.29**. A representative from each group then visit another group to explain their planned consultation activity. The group they visit then evaluates their plan by referring to Hart's ladder, deciding which degree of participation each group's plan meets.

Encourage every participant to look carefully at Hart's ladder to fully understand it, in preparation for delivering the module to their students.

Activity B7.7: Developing critical thinking skills

30 minutes

PPT 7.7 Reflecting on our own learning (6 slides)

PPT 7.7 slide 1

Explain to participants that (as Roger Hart points out) developing participation skills is key to developing independent learning skills. Working with someone else, encouraging each other and talking through difficulties can be the most

effective way of working independently. If you have a problem, explaining it to someone else can help to clarify issues for you.

Point out that the last session in Module 7, Session 7.4, focuses on developing skills of reflection and critical thinking to further support learners' independent learning skills. Emphasise that Independent learners are able to make informed choices and take responsibility for their own learning activities. They are motivated and confident enough to take decisions and act on them. They are able to reflect on their learning, think critically and identify their weaknesses and how to improve. Independent learning skills are important, for succeeding in education and for entering the world of work.

PPT 7.7 slide 2

Tell participants that in Module 7's Activity 7.4a, their students will look at a learner's reflection on **what** she learned and **how** she learned when writing an essay for geography, and how to distinguish between the two. They then discuss what she needs to change about **how** she learns.

By examining the process learners can consider whether there might be other more effective ways of studying. Being aware of the two dimensions of study (**what** they are learning and **how** they are learning) and being able to analyse both of them is an important part of learning how to learn.

PPT 7.7 slide 3

Explain that reflecting on our own learning involves:

- **Thinking for a purpose** – in this case improving the way we learn.
- **Analysing** – how we learn and making judgements on our own performance.
- **Being critical** – not in a negative way, but through questioning and examining what and how we learn.

Resource B7.13 **Building a foundation of critical thinking with very young learners**

PPT 7.7 slide 4

Give out a set of cards cut up from **Resource B7.13** to each group. Explain that critical thinking skills need to be nurtured from a very early age, using very small steps, and **Resource B7.13** gives examples about how to do this.

Participants must decide which '**How to promote critical thinking'** cards, that are in bold, go with which **'examples'** cards. The cards in **Resource B.13** are arranged to show the correct answers, to help the trainer check the groups' work.

After 10 minutes, the groups' decisions can be shared with the whole group.

PPT 7.7 slide 5 - 6

Emphasise that allowing time for a learner to navigate problems is central to developing a learner's critical thinking skills. There are of course situations where an adult needs to step in. At these times, it is helpful if the adult models their own critical thinking by verbalising what is happening inside their mind as they try and solve a problem. Learners learn from observing how adults think.

Summarise by stating that learners are expected to compare, contrast, evaluate, understand, organise, and classify information – in other words, think critically. This empowers them to make decisions and deal with problems confidently, which are essential skills in school and the rest of their lives. Many people would say that this is the most important characteristic of an effective and independent learner in education is that they are capable of critical thinking – actively challenging both themselves and others. **Thinking needs to be developed**, and learners gain from teaching methods focusing on the development of their thinking skills.

Critical thinking skills are promoted through many of the participatory strategies already considered in this module, including collaborative learning and peer support, peer- and self-assessment, and the involvement in decision-making.

Now is a good time to give to each participant the **'Participation' POSTERS** provided with the materials. These are for them to share with their students. They can display them after they have delivered the training. They can also be displayed in schools, the local education office and in the community.

Activity B7.8: Papering the walls with our wisdom

🕒 20 minutes

The following is an activity to reinforce the learning from this Bite-size training; it is not an activity that is in Module 7.

Prepare five pieces of flipchart paper, writing the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

1. Give examples of how learner participation supports achievement.
2. Give examples of how peer support helps learning.
3. Describe ways to promote peer- and self- assessment in the classroom.
4. Give an example of how you can consult learners so that they truly influence decisions that affect them.
5. Suggest ways to help develop learners' critical thinking skills.

The pieces of flipchart paper are placed on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. They should try and avoid repeating anything already written on the sheet by other participants. However they can write something that further develops or responds to another participants' point.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they visit every sheet in the time given, and also allow for others to access the statements.

Ask participants to "paper the walls with their wisdom" by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Emphasise how this Bite-size session is no substitute for participants reading Module 7 and its accompanying training materials thoroughly before delivering Module 7 to their students.

Give out the **'Module 7 REMINDER CARDS' pack** provided with the materials, for participants to look through and take to use in their training of their students . Students can carry a set of cards with them on teaching practice, hang a set of cards in the staffroom or office, and and lecturers, tutors and students can use the cards to stimulate chats with colleagues.

Finally, go through the materials participants need to have to prepare and deliver to their students.

Resources

Resource B7.1: Types of peer support

There are many different types of peer support. Peer support initiatives often include:

- **Peer-mediation:** Learners help groups or individuals resolve disputes.
- **Befriending:** Examples could include: ‘playground pals’, mentors, and ‘buddies’.
- **Performing roles of responsibility:** These involve learners performing roles to help the running of a lesson or of school facilities.
- **Peer education or ‘tutoring’:** These involve learners passing on their skills and knowledge to others. This can include peer assessment, supportive reading schemes or being educators on specific topics, such as stereotyping, discrimination or drug education.
- **Peer advocacy:** These involve learners representing their peers in forums, such as a school council.

Resource B7.2: Benefits of peer support

Type	Example	Benefits
Peer mediation		
Befriending		
Roles of responsibility		
Peer tutoring		
Peer advocacy		

Resource B7.3: Promoting a supportive environment

Be clear about your expectations

- Clearly explain requirements and procedures
- Make sure learners quickly know what behaviour and effort is expected of them
- Always acknowledge positive behaviour and effort
- Encourage learners to be open about their feelings whilst being at all times respectful towards others
- Listen to learners: encourage their questions and answer them patiently

Help learners to get on with each other

- Plan friendship-building activities at the start of the term/year
- Make activities collaborative, challenging and enjoyable

Quickly allocate roles of responsibility

- Ensure that all learners have the opportunity to perform roles of responsibility in the classroom as soon as possible
- Support those who are less confident, or have additional needs, to exercise some responsibility for their peers

Model the behaviour you expect

- Treat all learners with respect
- Challenge any attempts to ridicule or tease or embarrass others
- Listen to all learners equally, showing you value all their contributions
- Be fair at all times

Resource B7.4: Peer mentoring information

- Listening and sensitively asking questions are vital to effective mentoring.
- Other important attributes include approachability, honesty, trustworthiness, compassion and fairness, and being respectful towards those of a different gender or who have different beliefs and backgrounds.
- Peer mentors should not be expected to solve the problems that their mentees share; in fact suggesting solutions may not be helpful.
- Mentors should never tell their mentees what to do.
- Confidentiality should not be promised if it cannot be kept, for example, if there is a child- or young person-protection concern.
- Experience shows us that learners can only support each other if they have full support from teachers, the school and, if necessary, the community.
- Some situations require peer mentors to be specially trained in how to listen, how to ask questions, and to know when and how to refer the problem to a teacher or other professionals in the school.
- In some schools, learners are specially trained in conflict resolution and at helping groups or individuals resolve disputes. This is sometimes known as ‘peer mediation’.

Resource B7.5: Peer tutoring activities

Tutoring need	Example of how peer tutoring could be used and organised
Learners with reading difficulties	Paired reading, with an able reader paired up with less able. For example, 'Lunchtime reading club' in the library/quiet area with able readers trained to read with and support less able readers. These able readers are rewarded for their work.
Reinforcing learning from a particular lesson	
Learning how to use science equipment safely	
Learning about drug misuse	

Resource B7.6: Supporting peer- and self-assessment

Copy and cut out a set of these cards for each small group. Put the sets into envelopes.

Our learners are eager to find out what progress they are making	Our learners understand that supporting each other's work helps them improve their own work
Assessment activities usually take place in time for feedback to be given and discussed	Our learners want to know what they need to learn next
Our learners understand the importance of clear and accurate feedback and how to give it	Our learners know how to work cooperatively and to respect each other
Our learners know the importance of taking responsibility for their own learning	Our learners understand why the learning is required (how it fits into the course of study, etc.)
Our learners understand the learning objectives	Our learners are regularly required to reflect on their own performance
The whole class have high expectations of each other's behaviour and effort	Our learners understand the assessment criteria – sometimes they are involved in creating it

Resource B7.7: Benefits activity sheet

Copy and cut out a set of these cards for each small group. For the trainer's reference, the 'benefit cards in the right-hand column are arranged next to the 'examples of participation' cards they explain.

Examples of participation	Benefit
Every classroom has a 'suggestion box' for learners to leave notes in, suggesting improvements.	Learners are better able to communicate their needs because they are regularly consulted.
Learners plan a sports competition themselves.	Learners gain important personal, social and organisational skills by being involved in organising something together.
Learners are elected to represent their peers on the school council.	Learners become familiar with group and democratic processes.
Learners are consulted about when the school day should start, and the time is adjusted to maximise attendance and punctuality.	Learners' views being listened to means that school policies become more relevant and effective.
Learners are listened to, their views on teaching and learning are sought and teachers see how learners can contribute.	Because the views of learners are sought, the classroom and the teaching are better organised to meet their needs. So, there is improved learner engagement, classrooms are more inclusive and there are excellent staff-learner and learner-learner relationships.
Learners are asked to organise hosting visitors on a school open day. They model excellent behaviour on the day, and it was felt they represented the school.	Learners enjoy enhanced self-esteem and motivation because they are *treated* as responsible members of the school community. As learners are involved in decision-making they learn to behave more responsibly.

Resource B7.8: Approaches to participation

What are we already doing that helps us listen to learners?
What are we already doing that enables learners to express their opinions about something that affects them?
Examples: • The head teacher's door is always open to learners, and teachers are expected to arrange a time if learners want to discuss something with them. • The expression of feelings is encouraged. For example, through play, including messy play, art or role-play. • Teachers deploy active learning strategies, including group work and learner feedback. • Classroom rules are drawn up in consultation with learners. • All-girl discussion forums are organised to ensure their views are heard. • There are opportunities for learners to discuss issues in a 'safe space' to allow the free expression of views. • Learners are encouraged to volunteer to help staff organise and run extra-curricular activities or the school library. • Learners and their parents/caregivers are consulted about school uniform. • Questionnaires and suggestion boxes are used to find out how learning could be more enjoyable or accessible. • There is a school council. • School prefects are consulted about learners' behaviour. • Learners themselves design fund-raising campaigns.

Resource B7.9: Hart's 'ladder of participation'

The ladder metaphor is borrowed from Sherry Arnstein (1969). The categories are from Roger Hart.

Resource B7.10: Hart's 'ladder of participation' cards

Copy and cut out a set of these cards for each small group. For the trainer's reference, the 'example' cards in the right-hand column are arranged next to the 'degree of participation' cards they explain.

Degree of participation	Examples
Manipulation	When learners do not understand the issues or their role. For example, a teacher uses drawings by children in her Year One primary class to advertise a private nursery business she is starting-up in her spare time, even though the drawings are nothing to do with the business and the children know nothing about it.
Decoration	Learners are aware of what they are doing and there is no pretence of an event being inspired or run by learners. However, they have little idea of what it is all about and no say in organising the occasion. For example, learners are given T-shirts related to a cause they have little knowledge of or involvement in, and they are asked to sing or dance at an event in such clothes.*
Tokenism	An appearance of learner participation only. For example, learners are selected by teachers to make a speech to parents/care-givers on behalf of the 'student' body, but with little or no preparation on the subject and no consultation with their peers.

Assigned but informed	Learners are assigned a project to do without initiating it themselves, but they are fully informed about it and there is a real purpose to the project. For example, a science project set by the teacher.
Consulted and informed	Although a project is designed and run by teachers or other adults, the learners' views are taken seriously. For example, teachers conduct a survey of learners' views about the quality of school meals. The learners are informed about the results.
Adult-initiated shared decisions with young people	Learners are *to some degree* involved in every part of the project. Teachers make no assumptions about what the learners want and the learners are fully briefed, and understand how and why compromises are made. For example, learners are taught desktop publishing so they can design a school newsletter for parents/care-givers and the local community to read about the school. They develop skills in decision-making, collaborative working, research, interviewing, etc. whilst drawing on technical support and sharing editorial decision-making with teachers.

Young people initiated and led	Learners have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge. For example, a group of learners set-up an indoor games club. They involve a teacher who agrees to support them if necessary, and they reach an agreement with the school to have access to a classroom on Thursday lunch-times and on that day bring in cards, a Bao set and other indoor games to play.
Young people shared decisions with adults	Learners initiate, design and run the project and inform themselves fully in order to proceed, but they are competent and confident enough to understand the need for collaboration and that in asking adults for their input, the project may be strengthened. There is abundant trust. Adults serve as listeners, observers and sounding boards. For example, learners design and direct a video report on climate change and give advice to other learners about how to protect the environment in their day-to-day lives. They consult their teacher throughout the filming and she shows the video at a national teacher conference on environmental education that she is organising.

** Example taken and adapted from Roger A. Hart, 'Children's Participation: From tokenism to citizenship' UNICEF 1992*

Resource B7.11: Attitudinal barriers to participation

Copy and cut out a set of these cards for each small group.

Our learners are too young to influence decisions.	There is no time, our classes are large, we don't have the resources and there is no space in the curriculum.
I don't see how it can improve learning.	In our culture learners' obedience is more highly valued than independence or autonomy. Girls and those from poorer families can see an unquestioning attitude as vital for social respectability or economic survival.
This is **not** how we do things in our schools. Teachers are the experts. Learners must listen to and respect their teachers.	Teachers should not be judged by learners.
Learners sharing their views might lead to disagreement and conflict.	The loudest learners will be the only ones listened to.
Our learners don't have the skills to make decisions cooperatively and our teachers don't have the skills to teach them how to.	Our learners are too aware of their rights already! We should be focusing instead on getting them to listen to us.

Resource B7.12: Challenging attitudinal barriers to participation

Card	Some points to make
Our learners are too young to influence decisions	• Even during their early school years learners are intellectually capable of working with adults and can express their feelings and thoughts. • Teachers need to develop activities that are appropriate to learners' stages of development. • For example, they must be sensitive to some of the limitations learners have in understanding the perspectives of others.
There is no time, our classes are large, we don't have the resources and there is no space in the curriculum.	• Participation should be developed in a way that improves learning and enriches the curriculum, rather than overburdening teachers. • Keep things as simple as possible. Develop participatory activities step-by-step, aim to achieve realistic goals and always share the outcomes with colleagues, senior staff and parents/care-givers; if appropriate so they can be aware of the benefits. • Developing participation should not create more work but should rather allow teachers to work more effectively by using learners' knowledge and experiences in the classroom. It is a way of delivering the syllabus more effectively.

Card	Some points to make
I don't see how it can improve learning	• Listening to learners needs to lead to improvements. Acting on what they say makes their involvement meaningful. • Learners gain in self-confidence when listened to and when taken seriously. It is important that they are supported to enable them to listen to each other and to others. • Learner participation supports the development of strategies for problem-solving and research, making learning more independent and deep-seated. • Participation initiatives are most likely to succeed where they are supported by management and sustained and embedded in the school organisation. Meaningful participation is a process, not simply the application of isolated, one- off participation activities or events.
In our culture children's and young people's obedience is more highly valued than independence or autonomy. Girls and those from poorer families can see an unquestioning attitude as vital for social respectability or economic survival.	• Being listened to and able to share an opinion doesn't promote disobedience. In fact, in school, it needs to be part of a learners' engagement with the learning process. • Parents/care-givers and communities may need to be educated in the benefits of their children learning skills so they can be more independent and autonomous, and so access more meaningful and rewarding employment. • Teachers need to work hard to facilitate the participation of girls, learners from poorer families, and other marginalised and disadvantaged learners so that their voices are heard. • Schools need to recognise the different ways girls are treated in different cultures and discover how to address the barriers to their participation. For example, in many societies it is still assumed that boys will be decision-makers and girls will not. Integrated programmes, with girls and boys participating equally, may therefore be beneficial.

Card	Some points to make
This is not how we do things in our schools. Teachers are the experts. Learners must listen to and respect their teachers.	• Teachers will always be the experts in teaching but, by allowing learners a voice, teachers can better identify the needs, difficulties and learning skills of each learner.
Teachers should not be judged by learners.	• When discussing improvements to lessons, there is no question of 'judgments' being made. Where teachers invite learners to give feedback about their learning experiences, this should include preparation or training, so that learners understand the boundaries, and comment on their learning constructively. Through such involvement, learners are actively learning about the learning process. • Teachers must be supported to deal with negative feedback constructively and must have confidence that an individual learner's views will not be allowed to distort the bigger picture.
Learners sharing their views might lead to disagreement and conflict.	• Teachers need to decide how any disagreement between learners sharing their views will be managed, and whether to seek consensus or majority, or to take learners' views into account in some other way. This process must be transparent.
The loudest learners will be the only ones listened to.	• Inclusive teachers will already be ensuring quieter, more reticent learners have a voice. Putting too much emphasis on the views of a vocal minority can offer a distorted view. • Therefore, teachers need to ensure that all learners are represented in discussions and decision-making, and, in particular, make sure that it is not only the articulate, well-behaved or loudest learners who are listened to.

Card	Some points to make
Our learners don't have the skills to make decisions cooperatively and our teachers don't have the skills to teach them how.	• Some areas of the curriculum already teach cooperative decision-making; for example, drama, practical science, sport and PE, class-tutoring. • Inclusive teaching skills, including promoting active learning strategies, complement teaching skills needed for fostering participation. • There needs to be a commitment from senior management to provide flexibility within the curriculum and to focus on teachers' training needs related to inclusion and participation.
Our learners are too aware of their rights already! We should be focusing instead on getting them to listen to us.	• In developing learner participation, it is important that learners understand their responsibilities as well as their rights. They can learn how rights can conflict, and how they can begin to address those conflicts through collaboration and consensus. • Learners need to view their involvement as part of collectively making things better, rather than a focus on 'what I want'. • According to Hart's research, the most effective participatory activities, though child-initiated, **share decision-making with adults who provide support and wisdom.**

Resource B7.13: Building a foundation for critical thinking with very young learners

Copy and cut out these cards and give a set to each group. The 'Examples' cards in the right-hand column are arranged next to the 'How to promote critical thinking' cards they explain.

How to promote critical thinking	Examples
Provide opportunities for play	Letting the child test how things work by playing with water and sand
	Enabling the child to explore cause and effect when dropping things off a chair….'what happens if I….?'
Pause and wait – don't intervene immediately	Silently counting to 60 before intervening while child is attempting a task
	Giving time for the child to readjust and manoeuvre to grasp a toy effectively or to think and maybe refine without completing the task for them
	Giving time to observe what the child is doing
Ask open-ended questions	Responding to a child's questions with a question
	Respecting child's answers even if incorrect, e.g., 'that is interesting, why do you think that?'
Help child develop hypotheses	Asking 'if we do this, what do you think will happen?'
	Saying things like: 'Let's guess what will happen next'
Encourage thinking in different ways	Asking 'what other ideas could we try' [to help develop problem-solving skills]
	Suggesting 'let's think of all the possible solutions'

This activity draws on guidance from Bright Horizons' 'Developing thinking skills in kids' (www.brighthorizons.com/family-resources/developing-critical-thinking-skills-in-children