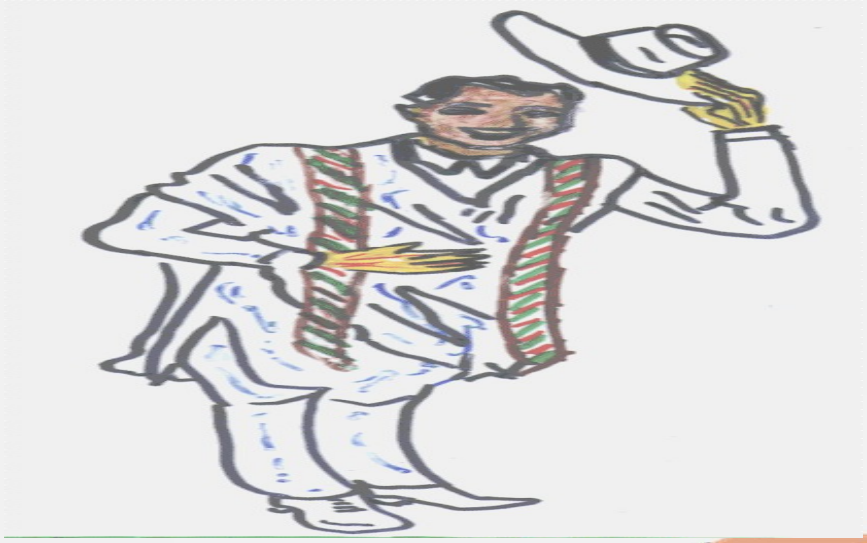
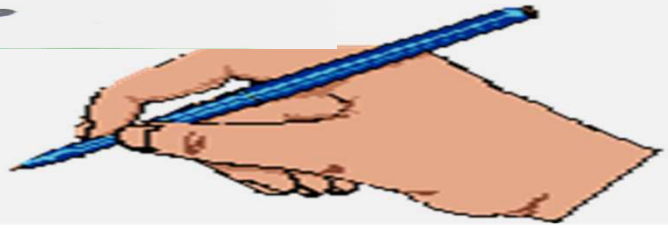
ToT Training for Pre-Primary Education Teachers

Dembel View International Hotel, Adama, December 24–28, 2024





Special Capacity Building Training Program for Preprimary Teachers

ToT Training

Hosted by: Ministry of Education (MoE) in collaboration with Playmatters Team

Training Expectations and Ground Rules (10 min)

- Welcome message
- Self-introduction (write their name)
- Training expectations
  - Activity 1
- Ground rules
  - Activity 2

Presentation Outlines by Days

1. Fundamentals of Holistic Early Childhood Development and Learning
2. Designing Preprimary Education Essentials
3. Integrated New Pre-Primary Education Syllabus Level One
4. Integrated New Preprimary Education Syllabus Level Two and Three
5. General Reflections and the way forward

Purpose of the module

This training is designed to enable you:

- Understand children's holistic development
- Utilize child-centered pedagogical
- Use practical learning methods and strategies in the learning process.
- Create child-friendly learning spaces that are conducive to children's holistic learning
- Conduct quality assessments of children's learning and development, and
- Enhance family and community engagement in young children's learning.

Module Competency Areas

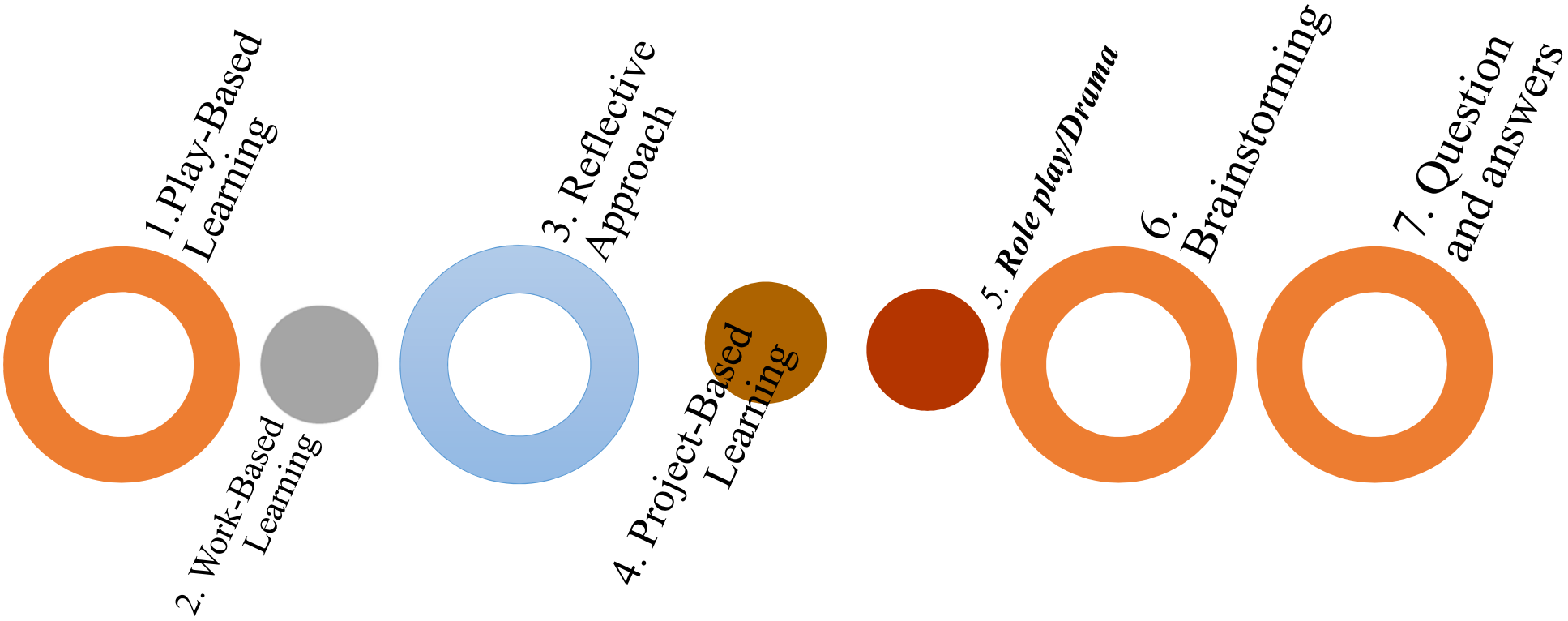
The following general/ knowledge, skills and attitudes are critical for PPE teachers:

- Content knowledge mainly related to the components of development and learning and how they can be integrated in the design and delivery of the curriculum
- Pedagogic skills mainly of Play-Based Learning (PBL)
- Assessment skills mainly authentic assessment

Competencies…

- Designing proper PPE environment as well as development and utilization of resources mainly indigenous resources (locally available learning resources)
- Skills for creating stakeholder networking and collaboration mainly engagement of parents
- Attitude to engaging in professional, continuous, and collaborative learning to inform practice

Training Methods



Assessment recommendations for the training

- Formative assessment techniques will be employed.
  - Assessment for learning including planning learning/ lesson planning, play-based learning, role playing and microteaching, project performances, work-based activities and presentation of reports.
  - Assessment as learning including portfolio/self-assessment and peer assessment
  - Assessment of learning
- After trainees have completed the training and its impact on their actual PPE practices, a follow-up evaluation will be conducted using a questionnaire, interview, portfolio review, or classroom observation.

Day One

Unit 1
Fundamentals of Holistic Early Childhood Development and Learning

Unit Objectives

After completing this unit, trainees will be able to:

- Identify the major principles, developmental milestones and factors affecting early childhood development and learning
- Understand the implications of the principles, major developmental milestones and factors that affect development
- Apply the principles of developmental milestones in the early childhood education and development (4 -6 years)
- Manage the factors that affect development and learning of children

Key Sessions

- **Session 1.1:** Major principles of holistic early childhood development and learning
- **Session 1.2:** Major developmental milestones of the early childhood period
- **Session 1. 3:** Factors affecting holistic early childhood development and learning

Session 1.1:

Major Principles of Holistic ECDL

Session Objectives

After completing this session, trainees will be able to:

- understand the meaning of childhood and its characteristic
- understand the major principles of holistic early childhood development and learning
- use the principles in planning and conducting children's holistic learning

Activities

Activity 1: Brainstorming (Reflect on what you already know)

- In your area, who do you think are children (age, behaviors, responsibilities, support and services needed) (probe: *What do children like doing at this age? What are their needs? What is expected from them in your context and culture? Are they ready for learning?) It is commonly said childhood is a critical period in life? What does that mean? Do you agree and why?*

Activity 2: Jigsaw work on early childhood development and learning principles

- *In a group with a member of 5/6 and take at least two issues which you think are the basic principles of early childhood development and learning that you consider to be fundamental and then describe them and prepare at least one example as to how to apply them in your practice.*

Cont…

Activity 3: Understanding holistic learning and development of children

• Look at the diagram below and try to discuss how holistic development can be ensured in children.

Key Reading Notes

- Holistic child development refers to the overall development of children including their body, mind, and soul. It includes physical, cognitive, emotional, social and emotional development.
- Holistic learning of children can be promoted if the following principles are properly nurtured:
  - Early Development is crucial for future development
  - Child learning occurs the best through play
  - Development is varied within and between of children among the same age
  - Child learning is facilitated through adult guidance and scaffolding
  - Child development and learning is influenced by socio cultural contexts
  - Development is ongoing and needs continuous monitoring

Session 1.2:

Major Developmental Milestones of the Early Childhood Period

Session Objectives

After completing this session, trainees will be able to:

- Understand the developmental milestones and apply the knowledge in activities design, and implementing in preprimary school settings.
- Discern major developmental milestones that distinguish children in each of the three levels (4 - 6 years)
- Explain how children change (develop) from age 4 to 6.

Activities

Activity 1: Small group discussion on developmental milestones

- Consider the major developmental domains (physical, cognitive, language, socio-emotional and aesthetic development) and briefly describe the major developmental profile of children from 3 to 6 years and also how development can be stimulated.

Key Reading Notes

Milestones: *These are average ages for specific developmental behaviors. While most children reach milestones around the same time, variations do occur due to individual differences and socio-cultural backgrounds.*

Physical Development*: Gross Motor Skills: Children develop abilities such as running, jumping, climbing, and balancing. By age 4, they can typically hop on one foot and catch a bounced ball.* ***Fine Motor Skills****: Skills like holding a pencil, cutting with scissors, and manipulating small objects improve. By age 5, children can often draw simple shapes and write some letters.*

Cognitive Development*: Problem-Solving: Children begin to think logically and solve simple problems. By age 4, they can follow multi-step instructions and understand the concept of time.*

Session 1.3: Factors affecting holistic early childhood development and learning

Session Objectives

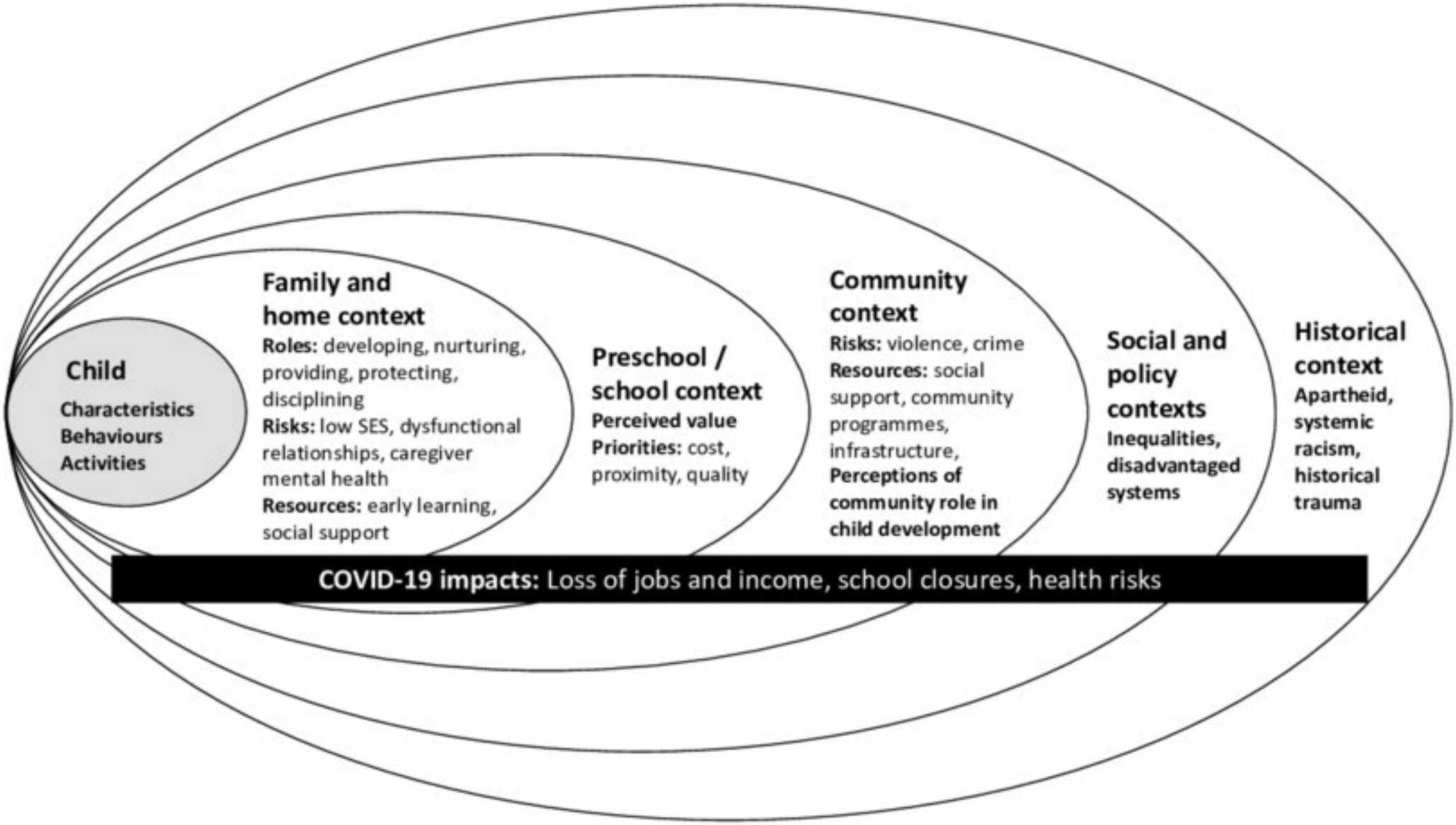
After completing this session, trainees will be able to:

- identify factors affecting holistic child development and learning
- apply strategies that can enhance/minimize the negative effect family background, culture and environment

Activities

Activity 1: Brainstorming question

- Look into the diagram below on socio-ecological factors, identify the major factors that can affect children development and learning?
- Give at least one practical example as to how of these factors impact children's learning and development
- What do you think a PP teacher can do to mitigate these impacts?


Child
Characteristics
Behaviours
Activities
Family and home context
Roles: developing, nurturing, providing, protecting, disciplining
Risks: low SES, dysfunctional relationships, caregiver mental health
Resources: early learning, social support
Preschool / school context
Perceived value
Priorities: cost, proximity, quality
Community context
Risks: violence, crime
Resources: social support, community programmes, infrastructure,
Perceptions of community role in child development
Social and policy contexts
Inequalities, disadvantaged systems
Historical context
Apartheid, systemic racism, historical trauma
COVID-19 impacts: Loss of jobs and income, school closures, health risks

Key Reading Notes

- ***Child development*** *is influenced by a combination of genetic, environmental (including family background, early experiences, quality of relationships, opportunities for play and exploration, access to resources, and the presence of supportive caregivers), and socio-cultural factors (including economic disparities, cultural practices, community resources), therefore, we can take a holistic approach to support children's overall well-being and optimize their learning potential.*

Day Two

Unit Two: Designing Preprimary Education Essentials

Unit Objectives

- Understand the importance of creating a conducive learning environment for preprimary education
- Develop and utilize appropriate resources for preprimary education
- Integrate technology effectively into early childhood education
- Assess child learning and development using appropriate methods and tools
- Engage families and communities in the preprimary education process
- Recognize the significance of continuous professional development for preprimary teachers
- Implement child-centered pedagogy, such as project-based learning, in preprimary education
- Plan and implement individual, small group, and large group activities in preprimary classrooms
- Explore the concept of work-based learning in preprimary education
- Understand the process of lesson planning in preprimary education

Sessions

- Session 2.1: Lesson Planning in PPE
- Session 2.1: Child-Centered Play-Based Learning
- Session 2.2: Work-Based Learning
- Session 2.3: Individual, Small, and Large (ISL) Group Activity
- Session 2.4: Preprimary Learning Environment
- Session 2.5: PPE Resource Development and Utilization
- Session 2.6: Integrated Technology into Early Childhood Education
- Session 2.7: Assessment of child Development and Learning
- Session 2.8: Family and Community Engagement in PPE
- Session 2.10: **The New Integrated Preprimary Education Curriculum**
- Session 2.1: Lesson Planning in PPE

Session 2.1: Child-Centered Play-Based Learning

Session objectives

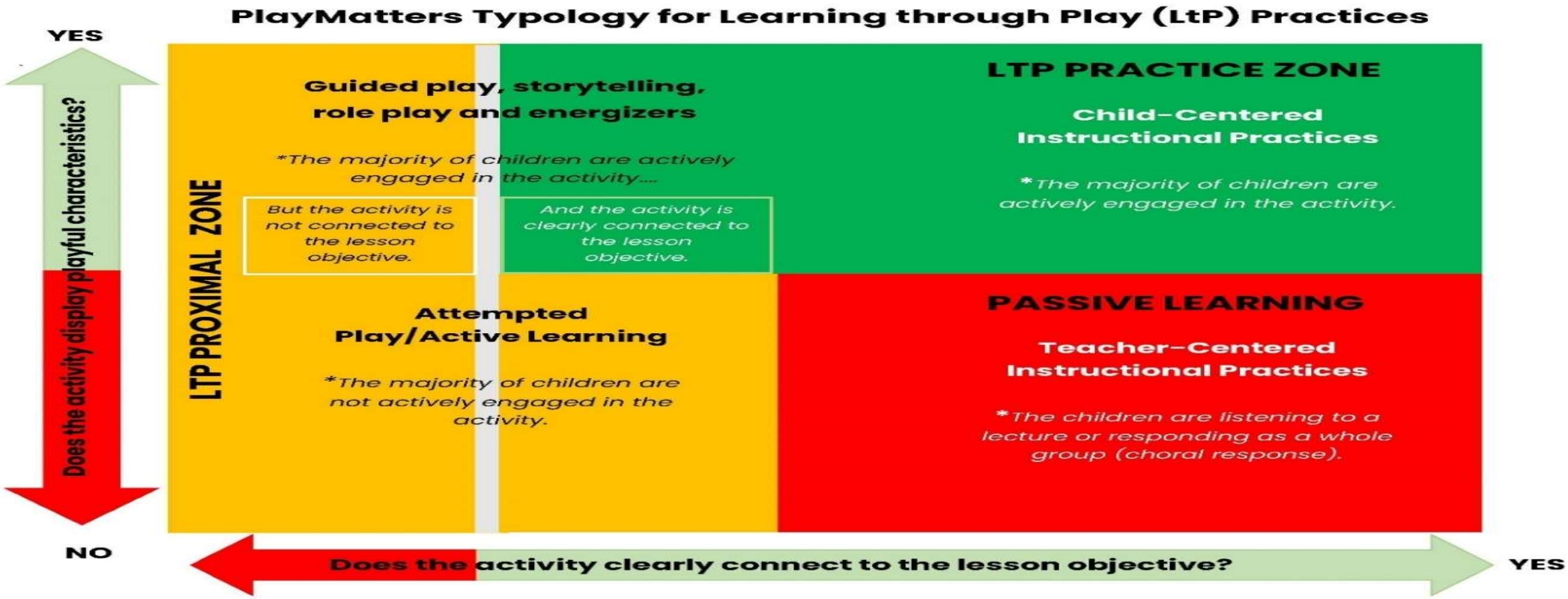
- Understand the child-centered play-based pedagogy in PPE
- Recognize the application of child-centered play-based pedagogy in PPE
- Design an integrative play-based learning for PPE

Activities

- **Activity 1: Meaning of play-based activity**
  - *What is play- based learning and play- based pedagogy?*
  - *Can you mention some of the benefits of child-centered play-based pedagogy in PPE?*

Activity 2: Typology of play-based learning

"Find the Zones of play- based learning". Identify and differentiate between the RED, YELLOW, and GREEN zones of activities connected to lesson objectives, while encouraging engagement and playful learning.



Activity 3: Employing play-based learning

Key Reading Notes

- Play- based learning (PBL) is an active learning method that capitalizes on child's natural desire to engage in play. Any play- based learning activity has three core elements
- PBL promotes interactions with adults, peers, materials and environment. This interaction allows children to question, experiment, practice, and develop critical skills.
- The facilitator deliberately creates and maintains a positive, safe and inclusive environment for children to feel comfortable and joyful.

Session 2.2: Work-Based Learning

Session Objectives

- understand the essence of work-based learning in PPE
- show how to use work-based learning in PPE

Activities

Activity 1: Conceptions of work-based learning

- *What do you think work-based learning in PPE?*
- *Have you ever used work-based learning in your classroom and how?*

Activity 2: Experience with work-based learning

- *Can you share how the work- based learning time contributed to the development and learning of the children you have been teaching in the PPE setting?*
- *What kind of work- based learning do you often use with the children you teach?*

Key Reading Notes

- ***Work- based learning*** *is a method responsible for using real work-based activities to pursue PPE competencies and a means to realize theme-based and interdisciplinary integration. Children can engage in hands on experiences to foster critical thinking, problem-solving skills, creativity, and innovation by participating in various work activities to achieve the curriculum targets.*
- *In the work-based learning, children can engage in personal care activities, clean classrooms and the preschool compound, participate in gardening activities, design and construct buildings as architects and engineers, or role play as nurses and physicians in a makeshift hospital*
- *Methods such as parallel play, co-play, collaborative play, pretend play, dramatic play, and others can be used to realize the intent of the integration.*

Session 2.3: Individual, Small and Large (ISL) Group Activity

Session Objectives

- understand the essence of individual/small/large group activity in PPE
- show how to manage individual/small/large group activity in PPE

Activities

Activity 1: Individual activities

- *What is individual activity in PPE?*
- *Can you mention some examples of individual activities that you use in your classroom?*
- *Can you share how an individual activity time can contribute to children's learning?*
- *What kind of individual activity time do you often use with the children you teach?*
- *How have you been accommodating and managing children during the individual activity time?*
- *Prepare an activity that can be delivered through an individual time activity*

Cont…

Activity 2: Small group activities

- *What is small group activity in PPE?*
- *Can you mention some examples of small group activities that you use in your classroom?*
- *Can you share how small group activity time can contribute to children's learning?*
- *What kind of small activity time do you often use with the children you teach?*
- *How have you been accommodating and managing children during the small group activity time?*
- *Prepare an activity that can be delivered through small group time activity?*

Activity 3: Large group activities

- *What is large group activity in PPE?*
- *Can you mention some examples of large group activities that you use in your classroom?*
- *Can you share how large group activity time can contribute to children's learning?*
- *What kind of large activity time do you often use with the children you teach?*
- *How have you been accommodating and managing children during the large group activity time?*
- *Prepare an activity that can be delivered through large group time activity?*

Key Reading Notes

- ***Individual activity time*** *in PPE refers to a period during which children engage in activities independently or with minimal guidance from PP teachers. It allows children to explore, experiment, and learn at their own pace, focusing on their individual interests and abilities; such as art and craft (drawing, painting or open-ended art activities), manipulative play (puzzles, building blocks, sorting games) and sensory play (playdough, water play, sand play)*
- ***Small Group (Project-based Learning):*** *Project-based learning is a means to pursue an integrated PPE curriculum. Teachers are expected to plan project-based learning and invite children to actively engage in various project activities. Various methods, including pretend play, constructive play, dramatic play, songs, stories, games, collaborative play, exploratory and inquiry-based activities, and others, can be used in the activities.*
- ***Large Group Activity:*** *PPE teachers can achieve various competencies using large group activities. These activities are planned by teachers in the form of teacher-led activities to allow children to initiate and actively engage in the activities. It is a means to realize theme-based and interdisciplinary integration. Methods such as stories, songs, poems, riddles, pictures, dramatic activities, and others can be used to pursue the intents of the PPE competencies.*

Session 2.4: Preprimary Learning Environment

Session Objectives

- Identify the key types of preprimary learning environment
- Apply designing principles to create an engaging and developmentally appropriate learning environment in preprimary education.

Activities

Activity 1: Group Discussion

- *Discuss the key types of PPE learning environment (it comprise physical, socio-emotional and temporal learning environment) and highlight their importance in promoting children's holistic development.*

Activity 2: Designing the PPE indoor learning environment

- Chose one theme from level 1 (e.g., friendship), level 2 (e.g., water) or level 3 (e.g., culture) and design indoor learning environment (corner spaces, the centre spaces and the wall spaces). picture

Activity 3: Designing the PPE outdoor learning environment

Dear trainees, now consider the outdoor leaning space and try to present visually how it should be designed, what learning resources to be placed and how they should be placed.

Activity 4: Home-based learning spaces for young children

Dear trainees, note that the home environment is the primary context of learning and development for children. Yet, we can still design this environment in such a way that it promotes learning much better. Now, discuss in a group of about five members how this environment can be effectively designed. Also comment on how the following engagement contributes to children's learning.

Activity 5: PPE community learning environment

- *Dear trainees*, young children are also required to be situated in community spaces like markets, shops, worship centers, farm places, parks, museum etc. You are to indicate how to select, organize and integrate these spaces in helping children safely. Please also take a look at the following picture in which children are engaged in community-based spaces and comment how they can contribute to learning.

Key Reading Notes

- The physical learning environment comprises indoor spaces, outdoor spaces, toilets, sleeping spaces, water and dining spaces.
- The outdoor spaces contain a manipulative play area, physical play area, nature and sensory learning area, and social and performance area.
- The indoor learning environment includes three components. These are the corner spaces, the centre spaces and the wall spaces. The corner spaces are spaces in a preprimary school classroom found in all side corners and used for displaying and utilizing learning and play materials/resources and activities.
- Creating a functional social and emotional environment supports interactions between the children, peers, teachers, and family members in the outdoor and indoor spaces.
- The temporal PPE environment is about how the indoor and outdoor spaces are effectively utilized each day, from routines and schedules to the activities children engage in.

Session 2.5: PPE Resource Development and Utilization

Session Objectives

- understand the resources to expedite children's holistic development and learning
- produce resources by using a locally available materials that support the holistic development and learning

Activities

Activity 1: Discussion

- Can you explain the role of appropriate resources in facilitating children's holistic development and learning?
- What is the importance of utilizing locally available materials to create resources that are relevant and accessible?

Activity 2: Reviewing learning classroom environment

- Consider PPE classroom where children learn and think about its appearance, feel, and resources and its appropriateness for children's holistic learning and learning through play.

Cont…

Activity 3: Demonstration (Material utilization)

- *Dear trainers*, during this activity, each group will present their materials to the larger group, explaining how they can be utilized to support children's holistic learning and development. They can showcase the materials, demonstrate their usage, and discuss the specific learning areas they address.

Key Reading Notes

- Appropriate resources facilitate children's holistic development and learning by stimulating their curiosity, catering to their individual needs, providing multisensory experiences, and promoting social interaction.
- Utilizing locally available materials enhances the relevance, accessibility, cultural connection, cost-effectiveness, sustainability, and community engagement, thereby enriching the learning experiences for children.

Session 2.6: Integrating Technology into Early Childhood Education

Session Objectives

- identify types of technology that can be used in early childhood education
- attempt to use technology for promoting holistic learning and development
- practice integrating technology into the learning and development activity of PPE

Activities

Activity 1: Brainstorming question

- *Can you explain how technology can support holistic learning and development, promote engagement and collaboration, and prepare children for the digital world?*
- *How comfortable do you feel integrating technology into PPE practices?*

Activity 2: Types of technology used

- *What types of technology are feasible to use in ECD.*
- *Which of these technologies have you used in your preprimary learning environment?*

Activity 3 & 4

Activity 3: Practical activity (microteaching)

- Please form groups of 4-5 members, and each group will prepare a lesson plan by integrating technology into a specific theme from the level 2 Pre-Primary Education (PPE) curriculum. Each group will then conduct a microteaching session in the classroom.
- *Assign one volunteer in each group to act as the PPE teacher, and the rest of the group members will act as the children.*

Activity 4: Pros and cons of technology use in ECCE

- What benefits and challenges do you anticipate when using technology (such as, tablets, digital cameras, augmented reality, digital storytelling tools, music and sound recording devices, smartphones) with young children?

Key Reading Notes

- *Integrating technology into early childhood education is not about replacing PBL and child-centered methods but rather enhancing and enriching the learning experiences for young children.*
- *It involves a thoughtful and balanced approach that combines technology with hands-on activities, social interactions, and play-based learning.*

- *Technology can have a negative impact on a child's development when there is an excessive screen time as it hampers attention spans, language development, building social skills, and emotional growth.*
- *Technology can affect children's sleep patterns; using electronic screens right before bedtime can cause sleep disruption, due to the exposure of bright light.*
- *Technology can provide content that may be inappropriate including inappropriate or harmful content.*
- *Although they aren't at the age of having a social media profile themselves, they are still at risk of seeing inappropriate content that they may accidently click on or see advertisements that randomly pop up.*

Session 2.7: Assessment in Child Development and Learning

Session Objectives

- Understand the role of assessment in PPE
- Familiarize yourselves with various tools and strategies for assessing children's learning and development in PPE

Activities

Activity 1: Individual reflection

- *What is assessment in PPE?*
- *What do you consider the most important principle of assessment in preprimary education?*
- *How can assessment principles such as holistic approach, authenticity, individualization, ongoing and formative be applied in your learning practice?*

Activity 2: Integrated play-based child assessment

- In this activity, you will engage in a hands-on activity to experience and practice integrated play-based child assessment in a small group of 6-7 members. Each group will focus on observing and assessing children's play behaviors and interactions in a specific learning context.

Key Reading Notes

- *Assessment of children's learning and development is a cornerstone of early childhood education. There are two kinds of assessment in preprimary education. One is a child learning assessment and the other is a child development assessment.*
- *Regularly document children's work, observations, and assessments to track their growth and identify areas that may require additional support or enrichment.*
- ***Play-Based Assessment:*** *When teachers systematically observe children at play, they can gain valuable insights into developmental and academic competencies.*
- ***Project Assessment:*** *Assess children's academic progress through the assessment of their knowledge and problem-solving skills by observing them in actual problem-solving situations.*
- ***Portfolio Assessment:*** *Portfolios are a systematic and organized collection of the work that children do as they are engaged in learning activities. The child's work that is represented in the portfolio reflects curriculum goals, content, and strategies.*

Session 2.8: Family and Community Engagement (FCE) in PPE

Session Objectives

- understand the benefit of family and community engagement in child's learning and development
- explore ways to engage parents in managing and sourcing teaching and learning materials (TLMs) that support learning
- use strategies to engage family and community to support children's learning in PPE

Activities

Activity 1: Brainstorming question

- *Why is it important to involve family and community in the PPE?*
- *Can you mention some of the important principles to build a strong partnership with families and the community?*
- *What do you think are your roles as a teacher to facilitate parent and community engagement in children' learning?*

Activity 2: Project work learning (mini-survey)

- *How do you currently participate in your child's learning?*
- *What challenges do you face in being involved in your child's learning?*
- *What strategies or activities do you find most effective in supporting your child's learning at home?*
- *What additional support or resources would you like to have to be more involved in your child's learning?*

Key Reading Notes

- *The key is to ensure that all strategies are inclusive, positive, respectful, emphatic, culturally responsive, and considerate of the diverse needs and backgrounds of the families and community members involved.*
- *By actively engaging stakeholders, you can create a collaborative and supportive environment that enhances the overall quality of PPE.*
- *Activities such as home-based, PP-based, and home-PP conferencing, community based (including family workshop, cultural celebration event, community service project, storytelling event, parenting training, exhibition, and open-ended materials).*

Session 1.9: Continuous Professional Development of PPE Teachers

Session Objectives

- understand the value of continuous professional development in the context of PPE
- develop skills to engage in continuous professional development in the context of PPE

Activities

Activity 1: Brainstorming Activity

- *What is continuous professional development in the context of PPE?*
- *Can you share your practical experiences about CPD, and do you think it is important in PPE?*

Activity 2: CPD Methods

- *Can you identify the different methods CPD can be conducted and comment the pros and cons of each method, what we should do to manage the problems of each and advise a PP teacher what s/he should do in designing one's CPD plan.*

Activity 3: Project-based learning (CPD Plan for Short-Term Improvement)

- Please individually prepare a CPD plan to improve your practice in the short-term (e.g., over the next one to two months). Follow the following steps:
    - 1st: Take some time to reflect on your current practice and identify specific areas or goals you would like to focus on for professional development in the short-term (e.g., one to two months). Consider aspects of your practice that you would like to enhance, areas where you feel you need more knowledge or skills, or new approaches you would like to explore.
    - 2nd step: Once you have identified your goals, think about the learning activities and resources that would help you achieve those goals. Consider a mix of formal and informal learning opportunities, such as workshops, research articles, discussions with colleagues, online forums, or observations of experienced educators. Be specific about the activities and resources you plan to utilize.
    - Finally, share your CPD plans in small groups and receive feedback and suggestions from your friends.

Key Reading Notes

- ***Continuous professional development*** *(CPD) refers to a competency-building ongoing process from pre-service education through on-the-job training to retirement through a combination of approaches, ideas and techniques that help preprimary school teachers manage their learning and that of peers with the help of experienced mentors and trainers. It is an investment that teachers make in themselves through a continuous process of linking learning directly to practice. It is an act of professionals to retain and evolve their skills, their understanding of those skills, and associated knowledge and experience by proactively tracking, documenting, and reflecting on activities that improve their performance. It is a career-long process of improving knowledge, skills and attitudes, centred on the local context and particularly classroom practice.*

Session 1.10: The New Integrated Preprimary Education Curriculum

Session Objectives

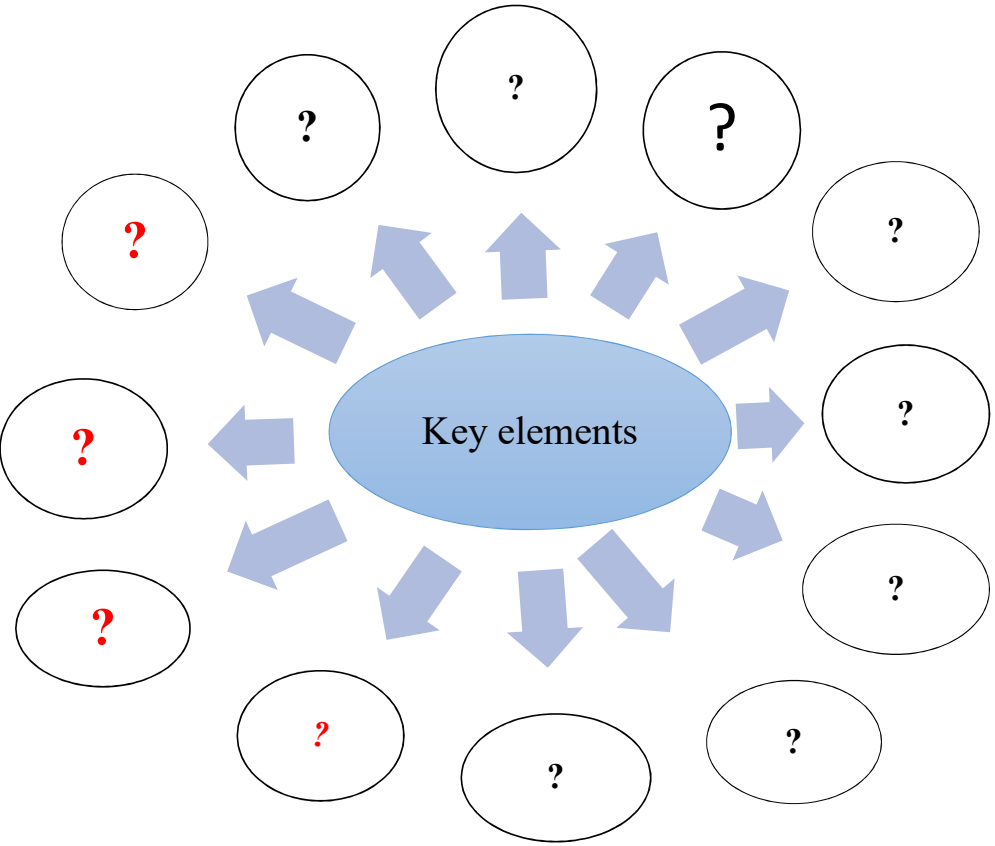
- comprehend the new integrated PPE curriculums documents
- evaluate the major shift of the new integrated PPE curriculums
- Recognize their strengths and areas for improvement in implementing this curriculum

Activities

Activity 1: Group Discussion

- What are the key considerations for designing a PPE curriculum, and what elements do you believe should be incorporated into the curriculum for PPE children?
- Can you identify and discuss a list of curriculum materials that are essential for PPE?

Activity 2: Key elements of PPE curriculum



Activity 3: Curriculum Mapping

Level 1	Level 2	Level 3
?	?	?
?	?	?
?	?	?
?	?	?
?	?	?
?	?	?
?	?	?
?	?	?
?	?	?

Key Reading Notes

- *The PPE curriculum supports holistic development and provides a framework for age-appropriate learning experiences. The PPE curriculum promotes holistic development by incorporating personal and socio-emotional development, early mathematics development, language development and communication, performing and visual arts, environmental science, and physical development and health learning areas.*
- *The PPE syllabus for levels I, II & III encompasses 18 thematic contexts, with six thematic contexts for each level. Each theme incorporates essential elements such as developmental and learning outcomes, minimum learning competencies, developmental and learning contents, methods and activities, learning resources and materials, and assessment methods.*

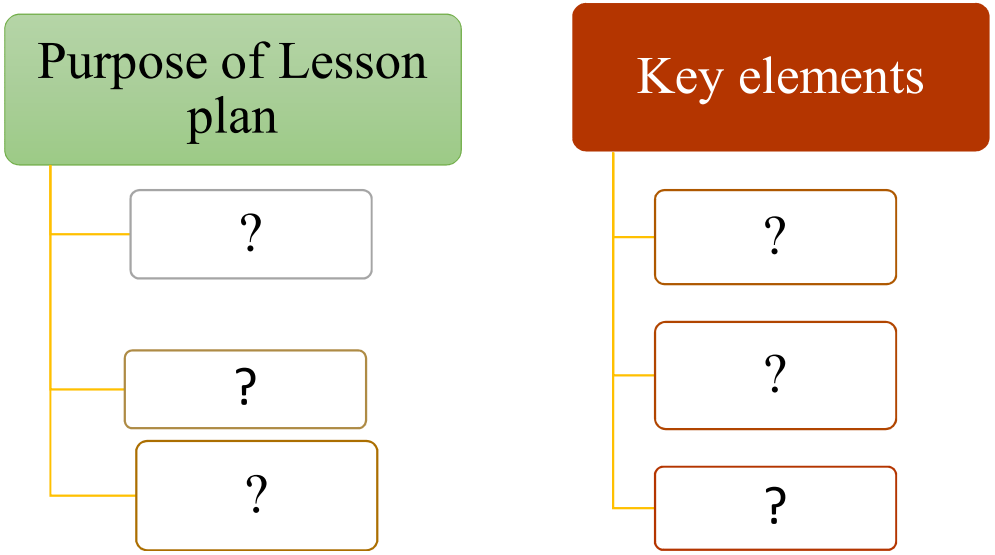
Session 2.1: Lesson Planning in PPE

Session Objectives

- After completing this session, trainees will be able to:
  - identify the major types and elements of planning in PPE
  - Develop and demonstrate how to plan and implement activity time to teach the six development and learning areas in PPE

Activity 1: Group discussion

- What a lesson plan is in PPE, the purpose of lesson plan and the key elements of a daily lesson plan.



Activity 2: What if lesson planning misses

- What if I don’t plan my lesson?
- What if my objective is not SMART (Specific, Measurable, Achievable, Relevant, Time-bound)?
- What if there is no lesson introduction?
- What if I do not allot time for each lesson body?
- What if I do not include student activities in my lesson?

Key Reading Notes

- Prior to the lesson, it helps the PP teacher to think through or visualize the lesson as he/she will teach it. At this point the PP teacher can anticipate learning difficulties and decide how to overcome them. The plan assists the PP teacher in organizing the tools, materials and aids needed to carry out the plan
- According to the national early childhood education program standard of Ethiopia (2002 E.C), about 15 to 20 minutes needs to be set for children of age 3 to 4, 20 to 25 minutes for children of age 4 to 5 and 25 to 30 minutes for children of age 5 to 6 for single period of educational activities and indoor play.

Activity 3: Professional Attributes of teachers

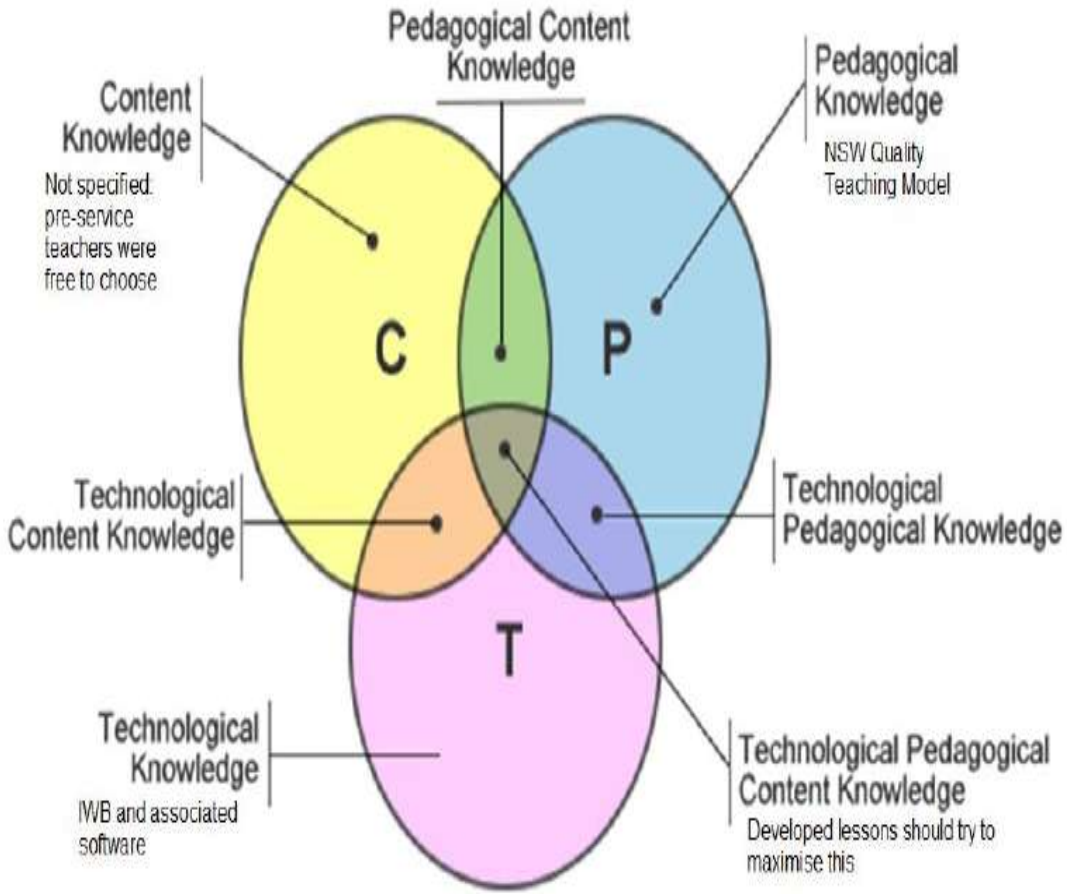
- What are the three domains or professional attributes?
- Mention eight standards general education teachers are expected to meet.
- The three Domains:

The 8 Standards

- ***Professional Knowledge***
  - *Know students and how they learn*
  - *Know the content and how to teach it (PCK)*
- ***Professional Practice***
  - *Plan for and implement effective teaching and learning*
  - *Create and maintain supportive and safe learning environments*
  - *Assess, provide feedback and report on student learning*
  - *Integrate ICT to support the teaching and learning*
- ***Professional Engagement***
  - *Engage in professional learning*
  - *Engage professionally with colleagues, parents/care givers and the community*

Activity 4: Teachers' TPACK

- Teachers' TPACK☹7 unique domai
  - Knowledge of the subject matter
  - Pedagogical knowledge
  - Technological knowledge
  - Pedagogical content knowledge
  - Technological pedagogical knowledge
  - Technological content knowledge
- Technological pedagogical content knowledge (TPACK)



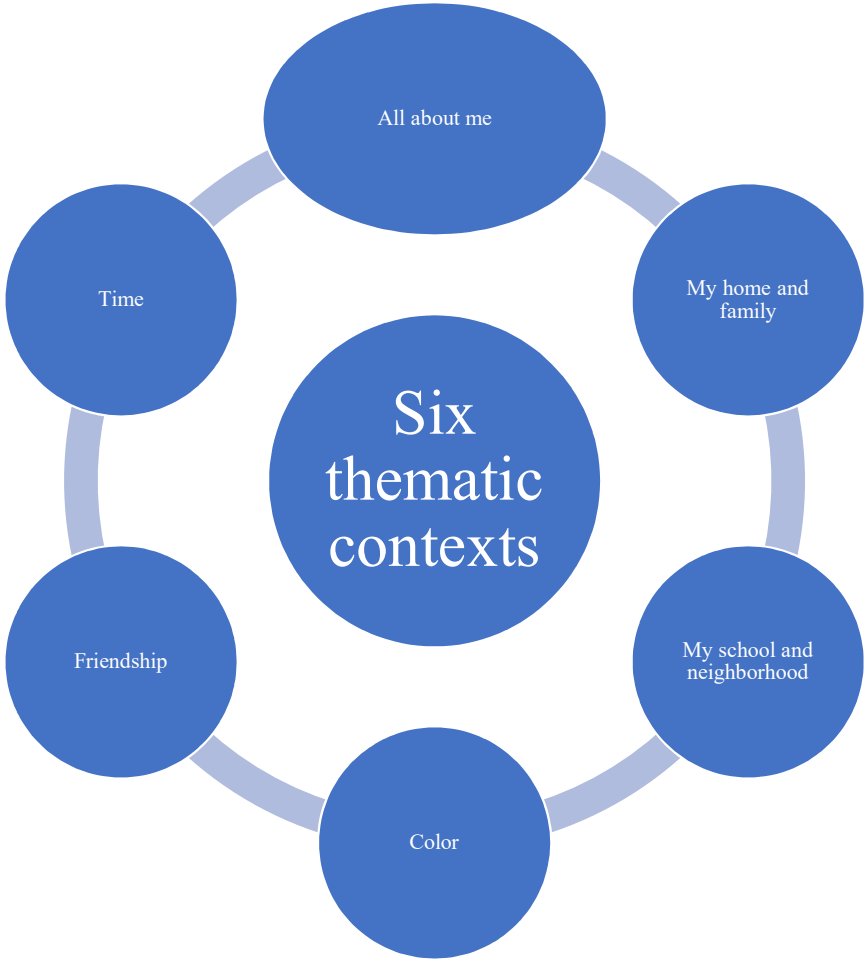
Day Three
Unit 3
Integrated New Pre-Primary Education Syllabus Level One

Unit Objectives

After completing this unit, trainees will be able to:

- Explain the implementation of the level 1 PPE syllabus
- Design PPE learning environments and resources for level 1
- Manage PPE learning environments and resources for level 1
- Apply PPE methods and activity for level 1
- Practice theme- based integration using all daily routine components or activities

Six thematic contexts



Brainstorming Activity

- *In groups of 5 members, you will engage in a collaborative mind mapping session using a large piece of paper. Your task is to visually represent concepts related to the PPE Level 1 syllabus, incorporating elements such as the characteristics of a child at this level, Developmental and learning outcome (DLO), minimum learning competencies (MLCs), Developmental and learning areas (DLA), methods and activities, resources, and assessment techniques.*

Session 3.1: All about me

Session Objectives

- Acquire knowledge of activities integration with specific focus on ‘All About Me’
- Be encouraged to use all daily routines activities components to practice integration through ‘All About Me’ theme
- Practice practical activities in an integration form, using All About Me as the context

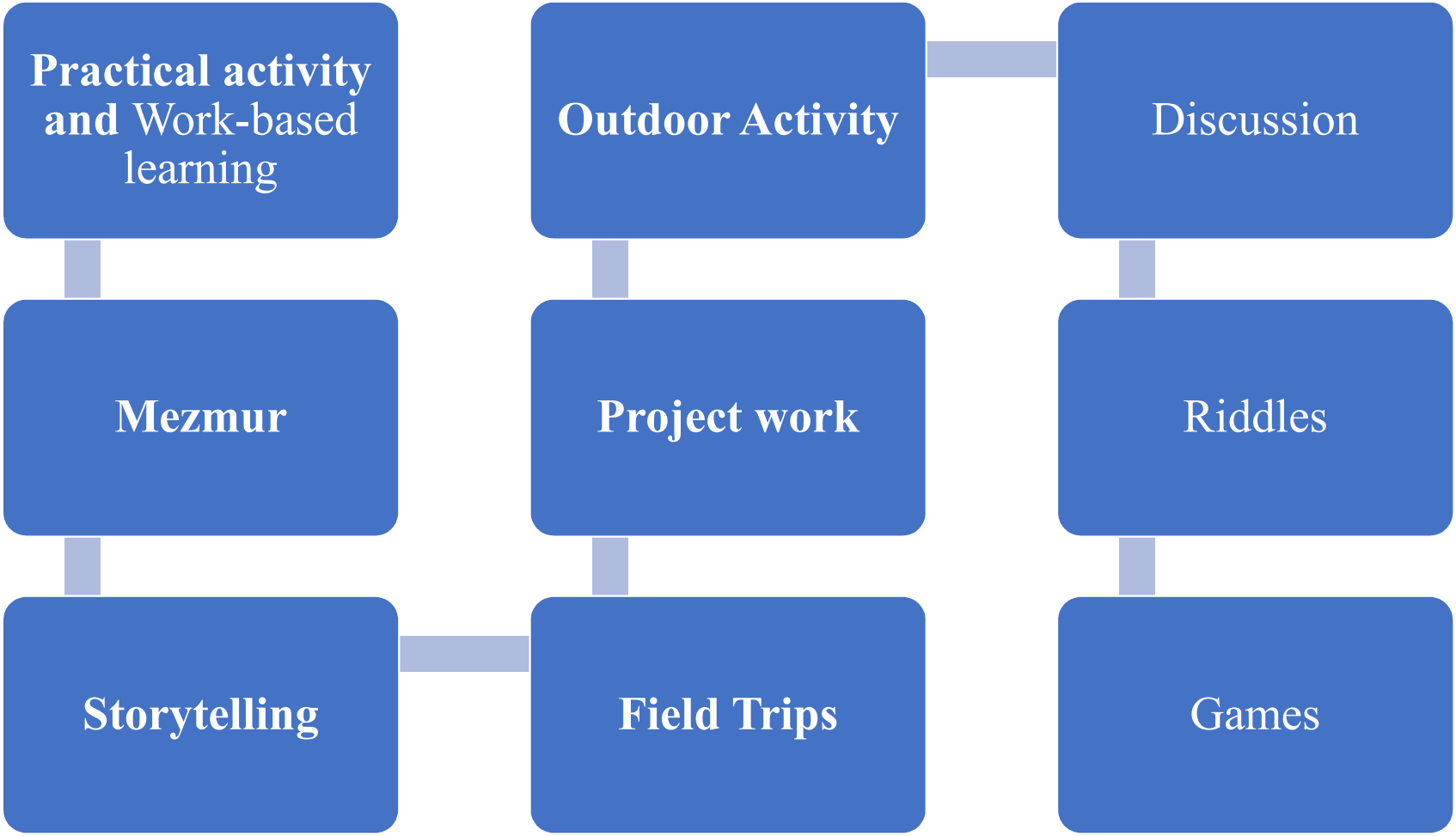
Goals

- *this session assist you practicing integration using 'All about me' as a thematic context to materialize various competencies of the six developmental and learning areas.*

Week 1

Minimum Learning Competencies	Learning contents to be integrated
• Talk about themselves • Identify oneself through unique physical characteristics (such as name, sex, age, etc.). • Recognize and name at list 10 human body parts. • Name actions when looking at a picture book. • Orally count numbers up to 5. • Scribble without limitations. • Begin to practice personal hygiene (brushing teeth, hand washing using soap and water after using the toilet and before meal, dressing, drinking from a cup, etc.).	• Self-introduction • Self-awareness • Human body • Health • Number and counting numbers • Artistic perception • Printing Awareness

Activities


Practical activity and Work-based learning
Outdoor Activity
Discussion
Mezmur
Project work
Riddles
Storytelling
Field Trips
Games

Activity 1: Mezmur

- **Time allotted**: 20 minutes
- **Key words:** number, sex, color
- **Learning method:** mezmur, reflection, song, demonstration
- **Role of the teachers**: Teachers, facilitate the learning process by guiding the children to learn and sing the following mezmur as you lead the singing. Lead the singing session and encourage the children to understand the song and actively participate in singing along.

cont…

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የሰውነት ክፍሎቼን ለይቼ እጠራለው
ፀጉር 1 ግንባር 2 አይን 3 አፍንጫ 4
ጆሮ 5 ጉንጭ 6 አገጭ 7
አንገት 8 እጅ 9 እግር 10
ንፅህናዬን ጠብቃለው ቴነኛ ሆናለው
ሁል ጊዜ በሳሙና እጄን እታጠባለው

- **Learning and play materials:** pictures of personal hygiene, number cards with body parts
- **Assessment techniques:** Ask a question orally (e.g. what types of pictures do you have, and how many different functions do those pictures serve?)

Cont…

Reflections on Activity

- *Dear trainees*, does the activity effectively integrate various developmental and learning areas? If your answer is yes, please specify which DLC from the curriculum is addressed by the activity and which MLCs is achieved?

Class activity 1

- *Dear trainees*, for this role play activity, please divide yourselves into five groups and each group will collaborate on developing a daily activity plan and a comprehensive lesson plan for implementing the designated activities. Your task is to select *a practical activity* (group 1), *Mezmur* (group 2), *storytelling* (group 3), *outdoor activity* (group 4), and *outdoor activity* (group 5) that focuses on the theme ***"All about me"*** to address the Week 1 MLCs. Each group will prepare a detailed lesson plan to showcase their activity within a classroom setting.

Day Four (morning session)

Unit 4

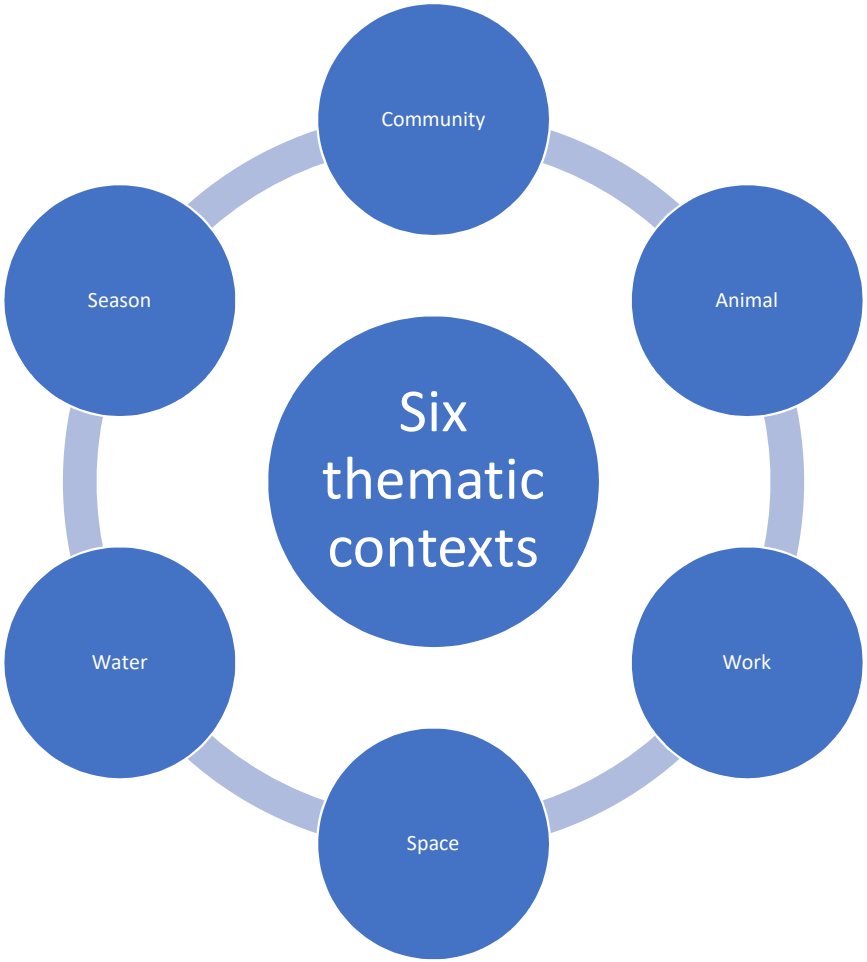
Integrated New Pre-Primary Education Syllabus Level Two

Unit Objectives

After completing this unit, trainees will be able to:

- comprehend the community and water themes of the PPE curriculum level 2
- integrate different developmental and learning areas under the two themes
- apply variety of methods/activities to deliver the contents of the themes to children
- Design and manage learning environments and resources of level 2 PPE syllabus
- Prepare PPE level 2 daily routine to implement

Six thematic contexts



Brainstorming Activity

- In groups of 5 members, you will engage in a collaborative mind mapping session using a large piece of paper. Your task is to visually represent concepts related to the PPE Level 2 syllabus, incorporating elements such as the characteristics of a child at this level, DLO, MLCs, DLC, methods and activities, resources, and assessment techniques.

Session 4.1: Community

Session Objectives

- integrate the six developmental and learning areas in the context of community theme
- apply community as a theme to integrate the six developmental and learning areas
- use various activities to integrate the six developmental and learning areas based on the context of the community

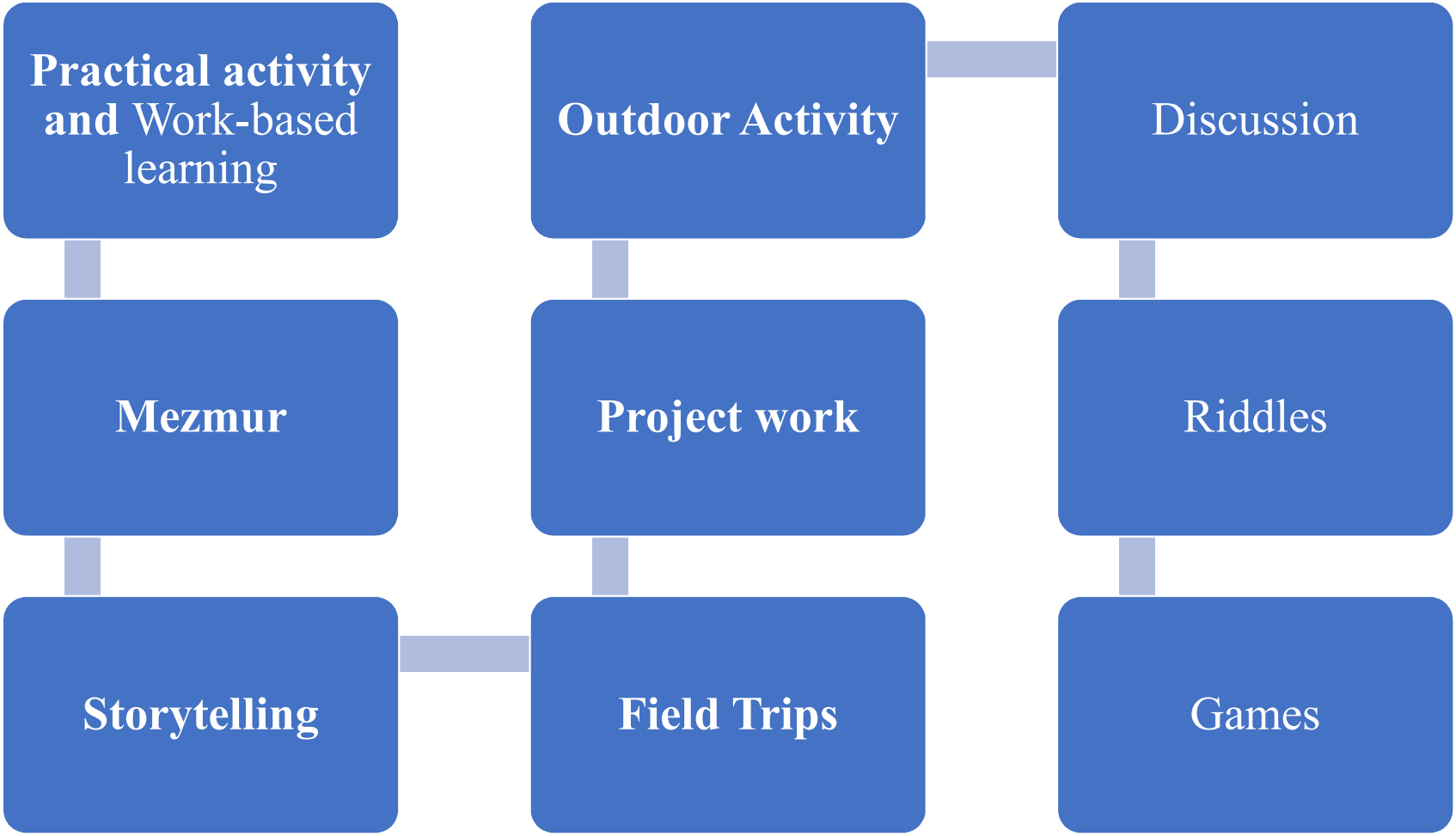
Goals

- focus will be on integrating different developmental and learning areas within the theme of *community* as a context. Be aware that under the community theme children are expected to achieve different competencies that will help them develop holistically.

Week 1

Minimum Learning Competencies	Learning contents to be integrated
•Exchange greeting •Express themselves politely •Identify oneself through physical characteristics •Name the five common sense organs •Recognize the immediate environment •Keep their personal hygiene •Identify sounds and shapes of letters •Recognize zero as none •Orally count numbers from 0 to 15 •Imitate the sound in their community	•Self-introduction •Self-expression •Self-awareness •Human body parts •Immediate environment •Health •Phonological awareness •Number and counting numbers •Artistic perception

Activities


Practical activity and Work-based learning
Outdoor Activity
Discussion
Mezmur
Project work
Riddles
Storytelling
Field Trips
Games

Activity 1: Storytelling

- **Time allotted**: 25 minutes
- **Key words**: personal hygiene, physical appearance, immediate environment
- **Learning method**: storybook, reflection, pictures demonstration
- **Role of the teachers**: In order to enable children to learn while having fun listening to the story, it is necessary to follow the sequence of story presentation: It is possible to tell this story three times this week, i.e. in the opening session, in the second session, to have the children speak one by one, and on the third day, to have the children present the story in the form of a drama.

Cont…

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- **Playing and learning materials**: Use a drawing or a picture that shows a traditional village, personal hygiene and physical profile that goes with the story.
- **Assessment techniques**: Ask oral questions (such as re-telling the story, reflect personal reflection on the story, recall key words, how do you maintain your personal hygiene).

Cont…

Reflections on Activity

- *Dear trainees*, does the activity effectively integrate various developmental and learning areas? If your answer is yes, please specify which DLC from the curriculum is addressed by the activity and which MLCs is achieved?

Class activity 1

- *Dear trainees*, for this role play activity, please divide yourselves into five groups and each group will collaborate on developing a daily activity plan and a comprehensive lesson plan for implementing the designated activities. Your task is to select *a practical activity* (group 1), *Mezmur* (group 2), *storytelling* (group 3), *outdoor activity* (group 4), and *outdoor activity* (group 5) that focuses on the theme ***"Community"*** to address the Week 1 MLCs. Each group will prepare a detailed lesson plan to showcase their activity within a classroom setting.

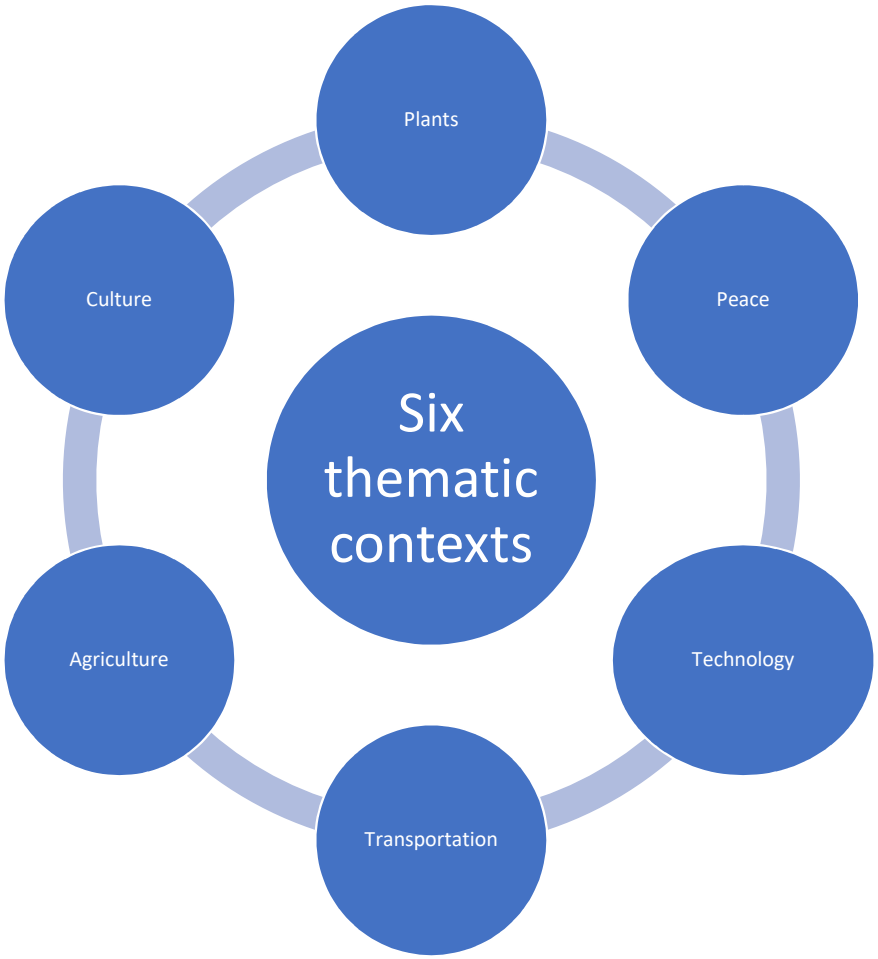
Unit 5 (Afternoon Session)
Integrated New Pre-Primary Education Syllabus Level Three

Unit Objectives

By the end of this unit, you will be able to:

- Explain the implementation of level 3 PPE syllabus
- Design PPE learning environments and resources for level 3
- Manage PPE learning environments and resources
- Apply PPE methods and practices for level 3
- Prepare PPE level 3 daily routine to implement

Six thematic contexts



Brainstorming Activity

- In groups of 5 members, you will engage in a collaborative mind mapping session using a large piece of paper. Your task is to visually represent concepts related to the PPE Level 3 syllabus, incorporating elements such as the characteristics of a child at this level, DLO, MLCs, DLC, methods and activities, resources, and assessment techniques.

Session 5.1: Agriculture

Session Objectives

- Express what integration mean and how it can be applied in reference to the integrated learning activities under this theme
- Discuss the contents, resources and assessment techniques presented in under this theme and explain their interconnections.
- apply the pedagogic methods and assessment methods under this theme and implement the curriculum effectively

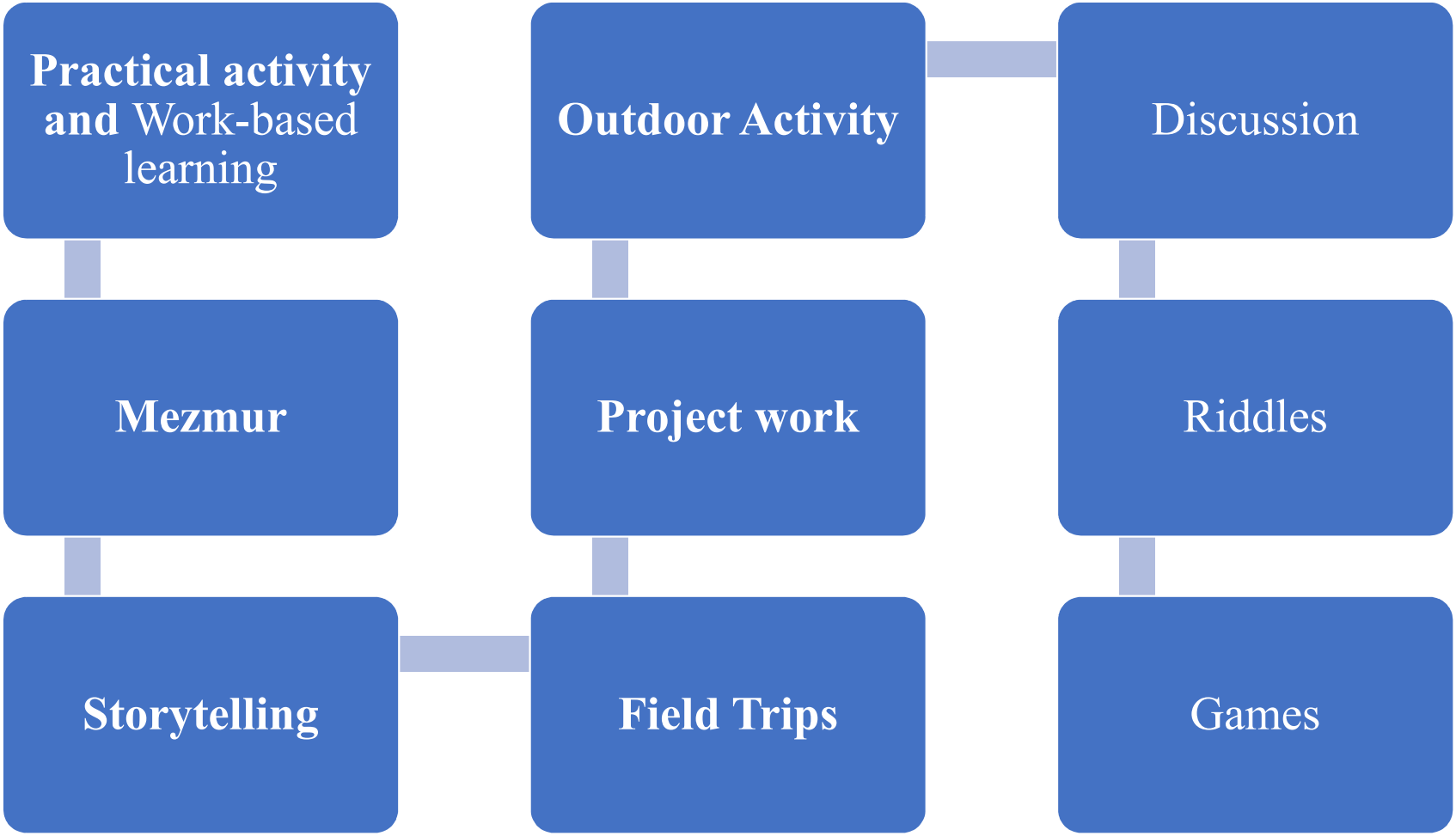
Goals

- focus to enhance children social, economic, psychological, physical and moral development under the theme of agriculture .

Week 17

Minimum Learning Competencies	Learning contents to be integrated
•Share information about themselves, their families, and their community with others •Talk confidently about personal interest. •Recognize body parts of different farming tools. •Perform basic rules of hygiene •Identify health foods and beverages •Comparing and ordering numbers •Enjoy learning through arts	•Self-awareness •Self-introduction •Body Parts of farming Tools •Number and counting number •Health and physical development •Artistic perception

Activities


Practical activity and Work-based learning
Outdoor Activity
Discussion
Mezmur
Project work
Riddles
Storytelling
Field Trips
Games

Activity 1: Discussion

- **Time allotted**: 30 minutes
- **Key words**: artistic understanding, traditional and modern farming tools, types of grains
- **Learning method**: Through discussion, explanation, question and answer
- **Role of the Teacher's**: After the teacher greets the children in the classroom, ask them to talk about the farm you know in their area, identifying traditional and modern farm tools, using their previous knowledge. Next, give them a description of the farming tools you know about their area. Next, divide the children into groups and give discussion points to each group so that they can learn through discussion.

Cont…

- Group "1" Let them discuss the names, quantities and benefits of traditional farming tools such as: Mofer, Yoke, Plow, Mower, Manar, Maneko, etc.
- Group "2" by giving a picture of the types of grains that are planted in the farm, for example: wheat, beans, chickpeas, corn, peas, etc. Have them tell how big they are by measuring their size in small squares.
- Group "3" by giving a picture of a farm that is plowed by oxen, donkey, horse, etc. and a modern method of plowing by a tractor, compare and contrast and discuss which one produces the most yield or crop when plowed.
- Finally, after the discussion of all the groups, you write the names of types of grains on the cut pieces of paper/cards/ and give them to each group and have them read and write the words. Go around in their groups and explain what is not clear. After leaving each group to tell their classmates what they have discussed, have them draw traditional farm animals. Finally, form a word with the initials of farm tools. Look at the picture of farm tools in their exercise book and have them write their names next to them.

Cont…

- **Learning and play materials**: Different grains, cards with pictures of grains, picture with farm tools, picture showing traditional and modern farming method, cards with words of different numbers.
- **Playing and learning materials**: flash/number cards, number chart and model, paper, pencils, and water related local materials.
- **Assessment techniques**: observation (evaluating their progress in the discussion system, observing their adherence to instructions and orders) oral question (what are traditional farm tools? What about modern ones?), giving a written question.

Cont…

Reflections on Activity

- *Dear trainees*, does the activity effectively integrate various developmental and learning areas? If your answer is yes, please specify which DLC from the curriculum is addressed by the activity and which MLCs is achieved?

Class activity 1

- *Dear trainees*, for this role play activity, please divide yourselves into five groups and each group will collaborate on developing a daily activity plan and a comprehensive lesson plan for implementing the designated activities. Your task is to select *a practical activity* (group 1), *Mezmur* (group 2), *storytelling* (group 3), *outdoor activity* (group 4), and *outdoor activity* (group 5) that focuses on the theme ***"agriculture"*** to address the Week 17 MLCs. Each group will prepare a detailed lesson plan to showcase their activity within a classroom setting.

Further discussion points

Sample Plans

Sample Lesson plan

Sample Annual plan

See the sample attached lesson plan and annual plan formats in the module and discus on it.

If you have different experiences, bring it to the stage and share your experience.

Thank you!!!