

TRAINING OF PROFESSIONAL DEVELOPMENT DAY (PDD) FACILITATORS ON MULTIGRADE TEACHING SUPPORT



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Social and Policy Sciences**
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BACKGROUND

The teaching process in multi-grade classrooms is highly complex and requires careful planning and attention. In many primary schools across Pakistan, a shortage of teachers has led to the need for multi-grade teaching, where students from different grades are taught together in the same classroom. This challenges teachers, requiring them to adopt flexible and innovative instructional strategies. Notably, multi-grade classrooms are more common in rural areas than urban settings, making it essential to equip teachers with the right tools and techniques to ensure effective learning.

Traditional teaching techniques might not always be appropriate in multi-grade classrooms because they operate differently than mono-grade classrooms. The Elementary & Secondary Education Department (E&SED) has created a Multi-Grade Teaching and Learning Policy to address this issue and to ensure that the curriculum and teaching resources, such as study guides, teaching schedules, and academic calendars, are tailored for multi-grade classrooms. Such structured guidance would enable teachers to effectively manage classrooms and enhance student learning outcomes.

Teaching multigrade classes is challenging and requires multitasking, extensive preparation, and differentiated instruction. Teachers must manage multiple grade levels in one session, designing lessons and activities to meet diverse student needs. The way classes are combined significantly impacts lesson delivery, making multigrade teaching more complex than single-grade instruction. It also presents unique challenges for teachers where they must have to adapt their teaching methods and classroom management to meet diverse learning needs.

In response to this requirement, the Institute of Social and Policy Sciences (I-SAPS) has launched the Multi-Grade Teaching Teacher Training Programme to guarantee the successful continuation of educational activities in Khyber Pakhtunkhwa schools where there is a teacher shortage. The Directorate of Professional Development (DPD) is in charge of improving the professional knowledge and abilities of the educators working in these schools.

The primary objective of this training programme, designed for Professional Development Day (PDD) facilitators, is to equip and support them in guiding teachers to implement effective multigrade teaching practices in the classroom. It also helps in understanding the principles and methodologies of multi-grade teaching. It aims to provide practical strategies and resources that can help educators navigate the challenges of teaching in a multi-grade environment while fostering an engaging and inclusive learning atmosphere.

The Institute of Social and Policy Sciences (I-SAPS) sincerely expresses its gratitude to Ms. Safia Noor, Additional Director, Directorate of Professional Development (DPD), Khyber Pakhtunkhwa, for her invaluable support and guidance at every level in enhancing teachers' professional competencies. Her assistance has been instrumental in the successful implementation of the Multigrade Teaching, Teacher Training Program under the project Bridging Technical Assistance for Government (B-TAG).

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OBJECTIVES OF THE TRAINING

At the end of this one-day training, the PDD facilitators will be able to:

- Understand the fundamental concepts and challenges of multigrade teaching.
- Explore the need for multigrade teaching.
- Learn effective classroom organisation, management, and teacher's role in MGT settings.
- Develop lesson plans, daily routines, and an academic calendar for multigrade classrooms.
- Explore interactive teaching strategies and student engagement techniques.
- Understand and apply assessment methods, feedback strategies, and classroom observation tools.

TRAINING SCHEDULE

DAY 1		
SESSION 1 – TRAINING ORIENTATION		
TIME	DURATION	Activity
9:00 – 9:30 am	30 minutes	1. Registration 2. Recitation and Welcome 3. Introduction 4. Setting Norms of the Training 5. Expectations from the Training 6. Objectives of the Training
SESSION 2 – INTRODUCTION TO MULTIGRADE TEACHING (MGT) & CLASSROOM MANAGEMENT		
9:30 – 11:00 am	90 minutes	1. Introduction to Multigrade Teaching ○ Definition and need for multigrade teaching (MGT). ○ Comparison of monograde vs. multigrade classrooms. ○ Discussion on the challenges of MGT and brainstorming solutions. 2. Classroom Organisation & Layout for MGT ○ Understanding different learning styles and multiple intelligences. ○ Effective classroom layout strategies for a multigrade environment. 3. Teacher's Role & Fundamental Principles of MGT ○ The teacher's role in managing student diversity. ○ Key principles for successful multigrade teaching. ○ Strategies to ensure student engagement and participation.
11:00 – 11:30 pm	Tea Break	

SESSION 3 – ACADEMIC CALENDAR & LESSON PLANNING FOR MULTIGRADE CLASSROOMS		
11:30 – 1:00 pm	90 minutes	1. Academic Calendar for Multigrade Teaching - The purpose and importance of an academic calendar. - The need for an academic calendar in Multigrade Teaching. - Creating an academic calendar for Multigrade Teaching. 2. Lesson Planning for Multigrade Teaching - Importance of structured planning. - Components of a multigrade lesson plan. 3. Daily Routines & Teaching Strategies in Multigrade Teaching - Managing daily routines in MGT. - Group work and peer learning techniques.
1:00 – 2:00 pm	Prayer and lunch	
SESSION 4 – ASSESSMENT, FEEDBACK, AND CLASSROOM OBSERVATION FOR MULTIGRADE TEACHING (MGT)		
2:00 – 3:30 pm	90 minutes	1. Assessment in Multigrade Classrooms - Types of assessment: Formative vs. summative. - Strategies for assessing multiple grades simultaneously. 2. Feedback and Self-Assessment Strategies - Importance of feedback in multigrade teaching. - Using feedback to modify lesson plans and teaching techniques. 3. Classroom Observation & Continuous Improvement - Introduction to the Classroom Observation Tool (COT). - Using COT for self-improvement and professional development.
SESSION 5 – WRAP-UP & CLOSING DISCUSSION		
3:30 – 4:00 pm	30 minutes	1. Summary of key learning points. 2. Open discussion & sharing of experiences. 3. Q&A session.

INSTRUCTIONS FOR FACILITATOR/TRAINER

As a Facilitator You SHOULD¹

1. Know the material before doing the workshop.
2. Exude confidence. (Be clear, enthusiastic, breath!)
3. Use humour, stories, and examples that directly relate to participants' work.
4. Select an appropriate activity that will meet the needs of your group and have lots of fun energizers/icebreakers on hand.
5. Have lots of visually appealing handouts and flip charts.
6. Determine needed supplies, room requirements, and chair setup.
7. Think through the exercise and visualize potential problems and pitfalls- one of the biggest is not allotting enough time for activities.
8. Clearly explain activity instructions and be prepared for questions.
9. Observe individual participation and involvement during exercises.
10. Be aware of individuals who may be experiencing discomfort or who are not participating.
11. Follow up the exercise with a discussion.
12. Evaluate the needs of the group, especially at the end of the day to see what you can change for the next day.
13. Evaluate the experience and write down notes for future trainings.
14. Respect the knowledge and experience of participants.
15. Draw on the collective wisdom of the group.
16. Build tolerance and patience for other people's views.
17. Actively involve everyone in the workshop.
18. Vary your activities to avoid boredom.
19. Present each theme or issue clearly.
20. Encourage people to ask questions.
21. Plan your sessions thoroughly.
22. Prepare some guiding notes.
23. Work out your time accurately and stick to it.
24. Make sure you have everything you need before the session starts.

¹ Compiled from: Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators; Kathy Takyama (2009): Tips on Effective Group Discussions; Civic Education and Community Mobilization Partners: Participation – Train-the- Trainer Manual; Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators.

25. Check what language participants wish to use in the workshops.
26. Use the language which is best understood by most of the participants.
27. Use familiar words, terms and examples.
28. Be flexible. Adapt your workshop to meet the needs of the participants.
29. Always hang posters and/or newsprint on a flat steady surface. (Do not let them flap in the wind.)
30. Always summarise important points raised and drive towards consensus.
31. Allow participants to introduce themselves.
32. Be clear and upfront about expectations and intentions amongst participants and the facilitator.
33. Use inclusive language.
34. Ask for clarification if unclear about a participant's intent or question.
35. Treat participants with respect and consideration.
36. Develop an awareness of barriers to learning (cultural; social; experiential, etc).
37. Provide sufficient time and space for participants to gather their thoughts and contribute to discussions.
38. Provide opportunities for participants to pair-share.
39. Give attention to speakers.
40. Be aware of your body language.
41. Listen to your own body.
42. Accept responsibility for your reactions and responses.
43. Accept and acknowledge your errors and mistakes.

As a Facilitator You SHOULD NOT

1. Impose a solution on the group. (The facilitator clarifies issues, focuses discussions, brings out viewpoints, synthesises differences, and looks for underlying agreements. However, this does not mean he/she imposes a solution on the group.)
2. Downplay people's ideas.
3. Push personal agendas and opinions as the "right" answer.
4. Dominate the group.
5. Take up too much time yourself.
6. Read from a manuscript.
7. Tell inappropriate or offensive stories.
8. Make up an answer.
9. Over-analyse issues and behaviours.

10. Allow people to bully others in the group.
11. Talk about a stance with one section of the group.
12. Develop favourites or favour one opinion within the group.
13. Talk (negatively) about a person in the group.
14. Tell too much about your personal experience and life.
15. Assume the demographics of your group (based on appearance).
16. Leave all your planning to the last minute.
17. Stand on a stage above the people. (Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.)
18. Bore your participants by giving long lectures. Remember adults learn best by doing.
19. Use unfamiliar jargon that no one understands.
20. Allow any one person to dominate the discussions or to intimidate others.
21. Be dogmatic about your own point of view. (Listen to others!)
22. Use certain conventions or language that will exclude certain groups from understanding the context of the discussion, or make them feel uncomfortable.
23. Assume participants all have the same expectations when the group first convenes.
24. Over-generalize behaviour or have stereotypical expectations of participants (tokenism).
25. Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
26. Convey a sense of self-importance or superiority.
27. Allow only the dominant or more verbal participants to take over the conversation.
28. Discourage alternate views or counter-arguments.
29. Try to be someone else (be yourself!).

Session 1: Training Orientation



30 Min



Expected Session Objectives

By the end of the session, participants will be able to:

- Complete the registration process by filling out the provided registration forms.
- Initiate the training experience and engage in the learning process.
- Get acquainted with fellow participants to foster a collaborative environment.
- Establish shared norms to create a productive and respectful learning atmosphere.
- Express their expectations for the training.
- Understand the training objectives and agenda to align their learning goals.
- Develop a foundational understanding of Multigrade Teaching (MGT) and its role in managing diverse grade levels by bridging the learning gaps among students with varying academic needs.



Material Needed

- Training Attendance Sheet/ Participant Registration Form
- Training Folders
- Flip charts
- Markers
- PowerPoint Presentation
- Index cards or sticky notes
- Pen/pencil for each participant
- Strips of paper or index cards with training objectives

Activity 1: Registration

1. Welcome the participants as they arrive in the training room.
2. Distribute the training folder to each participant.
3. Instruct them to complete the Participant Registration Form and sign the daily attendance sheet. Offer necessary assistance.
4. Collect the completed forms from the participants.
5. Ensure registration of all latecomers using the same process outlined above.

Activity 2: Recitation and Welcome



05 Min

1. Extend a warm welcome to the participants at the start of the training session.
2. Request a volunteer to lead the group in a recitation.

3. Notify the participants that they will now have the chance to introduce themselves to one another and gain an understanding of the training objectives and agenda.

Activity 3: Introduction



05 Min

1. Each participant takes a sticky note or index card.
2. Writes their name, years of teaching experience, and one word that describes their teaching journey (e.g., "Challenging," "Rewarding," "Dynamic").
3. Participants pair up and discuss:
 - Their teaching experience and school setting.
 - Whether they have taught in a multigrade classroom before.
 - A challenge they face (or expect to face) in a multigrade setting.
4. Each pair introduces their partner and shares one key insight or challenge discussed.
5. The trainer notes common challenges on a whiteboard/flip chart to link them to the session's learning objectives.

Activity 4: Setting Norms of the Training



05 Min

1. Welcome participants and set the tone for a collaborative and respectful learning atmosphere over the next three days.
2. Emphasise the importance of a safe space where everyone feels comfortable sharing experiences, asking questions, and engaging in activities.
3. Divide participants into four groups.
4. Ask each group to discuss and agree on training norms that will help create a positive learning environment (e.g., no mobile phone use, respect for all opinions, active participation).
5. Each group writes their norms on a sheet of paper.
6. Bring the groups back together.
7. A volunteer from each group presents their agreed norms.
8. A designated volunteer writes 5-7 common norms on a flip chart or whiteboard.
9. Ensure that key norms are included, especially:
 - **Punctuality** – Be on time for all sessions and activities.
 - **Use of Phones** – Keep phones on silent; take urgent calls outside the room.
 - **Active Participation** – Engage in all activities with focus and commitment.
 - **Respect for Others** – Value different opinions and perspectives.
 - **Speaking Etiquette** – Raise a hand to contribute; avoid interruptions.
 - **Professional Conduct** – No personal comments or side conversations.
10. Display the final list of norms prominently in the training room.

11. Inform participants that following these agreed norms will help foster a positive and professional training environment for everyone.

Activity 5: Expectations from the Training



05 Min

1. Draw a large tree on a flip chart or whiteboard with three sections:
 - **Roots** (What participants already know about MGT)
 - **Trunk** (What they want to learn from this training)
 - **Branches/Leaves** (How they plan to apply the learning in their classrooms)
2. Each participant gets three sticky notes (or index cards).
3. Writes one point for each section:
 - Roots – Prior knowledge/experience with MGT.
 - Trunk – Key expectations from the training.
 - Branches – How they plan to use this knowledge.
4. Participants place their sticky notes on the tree.
5. The trainer groups similar responses and briefly discusses them.
6. Highlights key themes in expectations.
7. Assures participants how the training will address their needs.

Activity 6: Objectives of the Training



10 Min

1. Write each training objective on a separate strip of paper or index card.
2. Create additional blank cards for participant responses.
3. Distribute one objective card to each pair or small group.
4. Ask them to discuss what the objective means in their teaching context.
5. Have them write down one challenge related to this objective and one possible solution.
6. Each group presents their objective along with their identified challenge and solution.
7. Trainer links responses to the training content and clarifies as needed.
8. Summarises all objectives and how the training will address them.
9. Encourages participants to reflect on how these objectives align with their expectations.

Session 2: Introduction to Multigrade Teaching (MGT) & Classroom Management



90 Min



Expected Session Objectives

By the end of the session, participants will be able to:

- Understand the definition and need for multigrade teaching (MGT).
- Compare monograde and multigrade classrooms.
- Identify challenges of MGT and brainstorm possible solutions.
- Understand different learning styles and multiple intelligences in a multigrade classroom.
- Explore effective classroom layout strategies for a multigrade setting.
- Engage in group discussions to design an interactive and engaging classroom environment.
- Understand the multiple roles of a teacher in a multigrade classroom.
- Explore key principles that make multigrade teaching effective.
- Identify strategies to increase student engagement in multigrade classrooms.



Material Needed

- Videos (1.1.mp4, 1.2.mp4 and 2.4.mp4)
- Flip chart or whiteboard
- Markers
- Sticky notes or index cards
- Chart paper
- Handouts (1, 2, 3 and 4)

Activity 1: Introduction to Multigrade Teaching (MGT)



30 Min

Step 1: Understanding the Need for MGT (10 min)

1. Play Video: **1.1.mp4** (Facilitators show the video explaining the concept and need for MGT).
https://drive.google.com/file/d/1vG3hm6RYqFjxZqc_fnsKL7wXPIBbM-ug/view
2. Ask participants: *What key points did you learn about MGT?*
3. Discuss why MGT is needed, especially in resource-limited settings.

Step 2: Comparing Monograde & Multigrade Classrooms (10 min)

4. Play Video: **1.2.mp4** (Facilitators show the video **comparing monograde and multigrade classrooms**).

<https://drive.google.com/file/d/1mNsOceftYj8xMRZCHomabLT6Jceo4iGi/view>

5. Participants discuss key differences between monograde and multigrade classrooms.
6. Ask each pair to list one advantage and one challenge of MGT compared to monograde teaching.
7. Each pair shares their points with the larger group.

Step 3: Identifying and Addressing Challenges (10 min)

8. Discuss: What are the biggest challenges of MGT in your experience?
9. Write responses on a flip chart or whiteboard.
10. Use Handout 1: Challenges of Multigrade Teaching (MGT) as a reference.
11. Divide participants into small groups and assign each group one challenge.
12. Each group discusses and writes one practical solution for their assigned challenge.
13. Groups share their solutions with the whole class.
14. The facilitator summarizes key solutions and links them to later training topics.

Activity 2: Classroom Organisation & Layout for Multigrade Teaching (MGT)



30 Min

Step 1: Introduction to Learning Styles in MGT (3 min)

1. Facilitator asks participants:
 - *Do all students learn the same way?*
 - *What challenges do you face when teaching students with different learning needs?*
2. Facilitator explains learning styles and how they impact student engagement and comprehension in MGT:
 - **Visual Learners:** Learn best through images, charts, and demonstrations.
 - **Auditory Learners:** Prefer listening to explanations and discussions.
 - **Kinesthetic Learners:** Need hands-on activities and movement to grasp concepts.
 - **Reading/Writing Learners:** Excel through written texts and note-taking.

Step 2: Howard Gardner's Multiple Intelligences (4 min)

3. Facilitator introduces Gardner's theory and explains how students have different kinds of intelligences:
 - **Linguistic Intelligence:** Word-based learning (reading, storytelling).
 - **Logical-Mathematical Intelligence:** Logical reasoning and problem-solving.
 - **Spatial Intelligence:** Learning through visuals, diagrams, and imagination.
 - **Musical Intelligence:** Learning through rhythm, sound, and music.
 - **Bodily-Kinesthetic Intelligence:** Hands-on, movement-based learning.
 - **Interpersonal Intelligence:** Learning through collaboration and social interaction.
 - **Intrapersonal Intelligence:** Self-reflective learning and personal goal-setting.

- **Naturalistic Intelligence:** Learning through nature, patterns, and the environment.
4. Ask: *Which of these intelligences do you think are most common in your classroom?*
 5. Encourage brief sharing of observations from participants' teaching experiences.

Step 3: Practical Applications for MGT (3 min)

6. Facilitator shares quick strategies for engaging different intelligences in a multigrade setting:
 - Use visual aids (charts, diagrams) for visual learners.
 - Encourage discussions and storytelling for linguistic learners.
 - Incorporate music and rhythm for musical learners.
 - Allow movement-based activities for kinesthetic learners.
 - Provide hands-on problem-solving tasks for logical-mathematical learners.
 - Create group activities to support interpersonal learners.
 - Use self-reflection exercises for intrapersonal learners.
7. Ask: *How can understanding learning styles and multiple intelligences improve multigrade teaching?*
8. Encourage teachers to try one new strategy based on what they've learned.

Step 4: Classroom Layout Strategies for MGT (20 min)

9. Play Video: **2.4.mp4** (Facilitators show the video on Multigrade Class Organisation and Layout).
<https://drive.google.com/drive/folders/1Zl7IkjSWG4BmlwPc-RBFdkCtY-scLN1>
10. Explain different classroom arrangement strategies suitable for a multigrade setting, such as:
 - **Cluster Seating:** Small groups for peer learning and collaboration.
 - **Rotation Stations:** Activity-based learning in different areas.
 - **Quiet Zones:** Spaces for independent work and reading.
11. Highlight how different setups support diverse learning needs (e.g., auditory learners benefit from discussion areas, kinesthetic learners from movement-based stations).
12. Ask participants: *How do you currently organise your classroom?*
13. In pairs, discuss what works well and what challenges they face in classroom organisation.
14. Volunteers share insights with the group.
15. Divide participants into small groups.
16. Assign each group the task of designing a classroom layout plan that accommodates multiple grades and learning styles.
17. Provide chart paper or sticky notes for sketching their ideal classroom setup.
18. Each group presents their classroom layout ideas (2 minutes per group).
19. Facilitator summarises key takeaways and links strategies to practical application in their own classrooms.

**Step 1: Role of a Multigrade Teacher (10 min)**

1. Ask participants: What different roles does a multigrade teacher play in a classroom?
2. Write responses on a whiteboard/flip chart.
3. Distribute **Handout 2: The Teacher's Role in a Multigrade Classroom**.
4. Ask participants to match their responses with the roles listed in the handout (Facilitator, Manager, Planner, Evaluator, Collaborator).
5. Discuss how these roles affect classroom management.
6. Participants reflect on: Which role do they find most challenging?
7. A few volunteers share their thoughts.

Step 2: Understanding Fundamental Principles (10 min)

8. Distribute **Handout 3: Fundamental Principles of Multigrade Teaching**.
9. Ask participants to read through the principles and identify which ones they already apply in their classrooms.
10. Participants pair up and discuss:
11. Which principle do they find easiest to implement?
12. Which one is the most difficult?
13. Write challenges on a whiteboard/flip chart.
14. Review common challenges and discuss simple strategies to apply these principles.

Step 3: Enhancing Student Participation (10 min)

15. Ask: How do you currently engage students in your classroom?
16. List responses on a flip chart.
17. Distribute **Handout 4: Student Participation in a Multigrade Classroom**.
18. Ask participants to compare their responses with the strategies listed.
20. Divide participants into small groups.
21. Each group selects one student participation strategy from the handout and suggests how they would implement it in their classrooms.
22. Groups briefly share their ideas with everyone.

Session 3: Academic Calendar & Lesson Planning for Multigrade Classrooms



90 Min



Expected Session Objectives

By the end of the session, participants will be able to:

- Understand the purpose and importance of an academic calendar.
- Identify the need for an academic calendar in multigrade classrooms.
- Explore how to structure an academic calendar effectively.
- Understand the importance of structured lesson planning in a multigrade setting.
- Identify the key aspects of a multigrade lesson plan.
- Explore strategies for effective lesson planning in a multigrade classroom.
- Understand the importance of structured daily routines in multigrade classrooms.
- Explore techniques for managing daily routines effectively.
- Learn about group work and peer learning strategies for engaging multigrade students.



Material Needed

- Videos (4.2.mp4, 4.3.mp4, 5.1.1.mp4, 5.1.2.mp4 and 5.1.3.mp4)
- Flip chart or whiteboard
- Markers
- Handouts (5, 6 and 7)

Activity 1: Academic Calendar for Multigrade Teaching



30 Min

Step 1: Introduction & Discussion (5 min)

1. Distribute **Handout 5: Academic Calendar for Multigrade Teaching**.
2. The facilitator opens the session by asking the participants:
 - *Why do schools use an academic calendar?*
 - *What challenges arise when planning lessons for multiple grades without a calendar?*
 - *How does an academic calendar help in a multigrade setting?*
3. Write key responses on a flip chart/whiteboard.

Step 2: The Need for an Academic Calendar (12 min)

1. Play Video: **4.2.mp4** – The Need for an Academic Calendar in Multigrade Teaching.
<https://drive.google.com/file/d/1NnqrJ4q9wFQgimOMyuHIVR9TckwT7qkV/view>
2. After the video, ask participants:

- *What were the key points discussed in the video?*
 - *How does an academic calendar help overcome challenges in a multigrade classroom?*
3. Highlight the importance of:
- **Lesson planning consistency** across multiple grades.
 - **Flexibility in scheduling** based on student learning needs.
 - **Efficient use of resources** to ensure all students receive proper attention.

Step 3: Structuring an Academic Calendar (13 min)

4. Play Video: **4.3.mp4** – How to Create an Academic Calendar for Multigrade Teaching.
<https://drive.google.com/file/d/1pDs7vNFGZYq14VerYJN-oWvT6pRkoqpu/view>
5. Participants refer back to **Handout 5** and discuss:
- *What are the key components of a multigrade academic calendar?*
 - *How can subjects be integrated across multiple grades?*
 - *What adjustments can be made for unexpected classroom challenges?*
6. Ask: *What is one insight you gained from this session?*
7. Encourage participants to reflect on how they can improve lesson planning using an academic calendar.

Activity 2: Lesson Planning for Multigrade Teaching (MGT)



30 Min

Step 1: Introduction & Discussion (5 min)

1. Facilitator opens the session by asking participants:
- *Why is lesson planning important for teachers?*
 - *What challenges arise when planning for multiple grades at the same time?*
 - *How does structured planning help manage student diversity in multigrade classrooms?*
2. Write responses on a flip chart or whiteboard.

Step 2: Importance of Lesson Planning (8 min)

3. Play Video: **5.1.1.mp4** – Importance of Lesson Planning.
https://drive.google.com/file/d/1HO_HtZleUaAydLwd5-LT3uwn0YDchmXC/view
4. Ask participants:
- *What are the key points you took from the video?*
 - *How does lesson planning improve classroom management in a multigrade setting?*
5. The facilitator summarizes key takeaways, linking them to time management and differentiated learning.

Step 3: Lesson Planning for Multigrade Teaching (7 min)

6. Play Video: **5.1.2.mp4** – Lesson Planning for Multigrade Teaching.

<https://drive.google.com/file/d/1kXiQ0fjNAX5PrHCjLigFXiUMDCDq9sIJ/view>

7. Ask: *What makes multigrade lesson planning different from monograde lesson planning?*

8. Highlight:

- **Designing flexible lesson plans** that cater to different grade levels.
- **Grouping students effectively** for peer learning.
- **Creating a balance between teacher-led and student-led activities.**

Step 4: Key Aspects of a Multigrade Lesson Plan (10 min)

9. Play Video: **5.1.3.mp4** – Key Aspects of Lesson Planning.

<https://drive.google.com/file/d/16LnJKxrOHTovhfpWxn3JwYmIhgiEHSMA/view>

10. Ask participants to list the most critical components of a multigrade lesson plan.

11. Volunteers share key points, and the facilitator compares them with the best practices in the video.

Step 5: Wrap-up & Reflection (5 min)

12. Ask: *What is one strategy from today's session that you will apply in your lesson planning?*

Activity 3: Daily Routines & Teaching Strategies in Multigrade Teaching



30 Min

Step 1: Introduction & Discussion (5 min)

1. The facilitator opens the session by asking the participants:

- *Why are daily routines important in a multigrade classroom?*
- *What challenges do you face in maintaining structure in your classroom?*
- *How can group work help in managing different learning levels?*

2. Write key responses on a flip chart or whiteboard.

Step 2: Managing Daily Routines in MGT (10 min)

3. Distribute **Handout 6: Establishing and Managing Daily Routines in Multigrade Classrooms.**

4. Explain why daily routines are essential for smooth classroom operations.

5. Highlight key routines such as:

- **Morning Assembly & Attendance:** Ensures a structured start to the day.
- **Group Rotations & Peer Teaching:** Allows students to move through planned learning tasks.
- **Teacher Feedback & Student Reflection:** Encourages progress tracking and self-discipline.

6. Participants reflect on their classroom routines.

7. In pairs, they discuss and identify one routine they would like to improve.

8. Volunteers share their ideas with the larger group.

Step 3: Group Work & Peer Learning Strategies (10 min)

9. Distribute **Handout 7: Group Work and Peer Learning Techniques in MGT.**

10. Explain the benefits of group work in multigrade settings.

11. Introduce effective peer learning techniques, including:

- **Cross-age tutoring:** Older students guide younger ones.
- **Mixed-ability groups:** Advanced learners help struggling peers.
- **Jigsaw method:** Each student learns and teaches a part of the lesson.

12. Participants choose one peer learning strategy from Handout 7.

13. They discuss how they can apply it in their classroom.

14. Volunteers share insights with the group.

Step 4: Reflection & Wrap-up (5 min)

15. Ask: *Which routine or teaching strategy will you try in your classroom?*

Session 4: Assessment in Multigrade Classrooms



90 Min



Expected Session Objectives

By the end of the session, participants will be able to:

- Understand the difference between formative and summative assessments.
- Identify effective strategies for assessing students in a multigrade setting.
- Learn practical techniques for implementing assessments efficiently.
- Understand why feedback is essential in multigrade classrooms.
- Learn effective feedback strategies for students of different grade levels.
- Explore self-assessment techniques to help students take ownership of their learning.
- Discover how feedback helps in modifying lesson plans to improve teaching outcomes.
- Understand the purpose and structure of the Classroom Observation Tool (COT).
- Learn how to use COT for self-assessment and professional growth.
- Identify key indicators for effective teaching in multigrade classrooms.



Material Needed

- Videos (6.1.mp4, 6.2.mp4)
- Flip chart or whiteboard
- Markers
- Handout (8)

Activity 1: Academic Calendar for Multigrade Teaching



30 Min

Step 1: Introduction & Discussion (5 min)

1. The facilitator opens the session by asking the participants:
 - *How do you currently assess student learning in a multigrade classroom?*
 - *What challenges do you face when assessing different grade levels at the same time?*
2. Write key responses on a flip chart or whiteboard.

Step 2: Understanding Formative vs. Summative Assessment (15 min)

3. Play Video: **6.1.mp4** – Types of Assessment in Multigrade Teaching.
<https://drive.google.com/file/d/1iltuHby44chXiXz6yu7tYMcVgpVL8X6J/view>
4. Ask: *What key points did you learn from the video?*
5. Explain the two main types of assessment:
 - Formative Assessment:

- Ongoing and informal.
- Helps guide teaching and learning.

Examples: Quizzes, exit tickets, and student self-reflections.

- **Summative Assessment:**
 - Measures student achievement at the end of a unit.
 - Determines if learning objectives were met.

Examples: Tests, final projects, and performance tasks.

- Participants brainstorm examples of formative and summative assessments used in their classrooms.
- Volunteers share their insights with the group.

Step 3: Strategies for Assessing Multiple Grades Simultaneously (10 min)

- Facilitator introduces assessment techniques for multigrade teaching:
 - **Flexible Assessment Tasks:** Adjust assignments based on grade level.
 - **Portfolio Assessment:** Students collect and reflect on their work over time.
 - **Peer & Self-Assessment:** Encourages students to take ownership of their learning.
 - **Observation Checklists:** Tracks progress informally during lessons.
- In groups, participants choose one assessment strategy and discuss how to apply it in their classroom.
- Volunteers share their plans with the group.
- Ask: *Which assessment method will you try in your classroom?*

Activity 2: Feedback and Self-Assessment Strategies



30 Min

Step 1: Introduction & Discussion (5 min)

- The facilitator opens the session by asking the participants:
 - *Why is feedback important in a multigrade classroom?*
 - *How do you currently provide feedback to students?*
 - *What are some challenges in giving feedback to multiple grade levels?*
- Write key responses on a flip chart or whiteboard.

Step 2: Importance of Feedback in Multigrade Teaching (15 min)

- Play Video: **6.2.mp4** – Effective Feedback in Multigrade Classrooms.
<https://drive.google.com/file/d/1KuJagdaNm8vIS5wA8vi2kX0BfJUUSmDu/view>
- Ask: What were the key takeaways from the video?
- Highlight essential feedback strategies:
 - **Timely & Specific Feedback:** Helps students understand their strengths and areas for improvement.

- **Positive & Constructive Feedback:** Builds confidence and encourages improvement.
- **Peer Feedback:** Encourages students to learn from one another.
- **Teacher-Student Conferences:** Individual discussions for personalized guidance.

6. Participants share how they provide feedback in their classrooms.

7. Volunteers share best practices with the group.

Step 3: Using Feedback to Modify Lesson Plans & Teaching Techniques (10 min)

8. Facilitator introduces how feedback helps in lesson adjustments:

- Identifying topics that need more explanation.
- Adjusting teaching pace based on student understanding.
- Differentiating instruction for different ability levels.
- Using student feedback to improve future lesson plans.

9. In small groups, participants analyze a lesson they recently taught. They discuss one change they could make based on student feedback.

10. Volunteers share their reflections with the larger group.

11. Ask: *What is one new feedback strategy you will implement?*

Activity 3: Classroom Observation and Continuous Improvement



30 Min

Step 1: Introduction & Discussion (5 min)

1. The facilitator opens the session by asking the participants:

- *Why is classroom observation important for professional growth?*
- *Have you ever been observed while teaching? What was your experience?*
- *How can structured observations help improve teaching strategies?*

2. Write key responses on a flip chart or whiteboard.

Step 2: Introduction to the Classroom Observation Tool (COT) (10 min)

3. Distribute **Handout 8: Classroom Observation Tool (COT) for Multigrade Teaching**.

4. Facilitator explains key components of COT:

- **Part A: General Information** – Observer details, teacher name, grade levels, subject, topic.
- **Part B: MGT Classroom Observation Tool** – Scoring criteria (Emerging, Developing, Proficient).
- **Key Indicators Assessed:**
 - **Multigrade Classroom Management** – Combining grades effectively.
 - **Academic Calendar & Lesson Planning** – Lesson alignment and planning.
 - **Instructional Strategies** – Clear learning objectives and content delivery.
 - **Student Engagement** – Peer learning and participation.

- **Assessment & Feedback** – Use of formative assessments and individualized feedback.
- **Part C: Post-Observation Discussion** – Strengths, areas for improvement, and action steps.

Step 3: Using COT for Self-Improvement & Professional Development (15 min)

5. Facilitator explains how COT can help teachers improve:
 - Helps teachers reflect on their teaching practices.
 - Provides structured feedback to make informed changes in instruction.
 - Identifies areas for professional development and targeted training needs.
6. In pairs, participants review a sample classroom scenario and discuss:
 - *How would you rate this teacher using the COT scoring system?*
 - *What feedback would you give them for improvement?*
7. **Volunteers share their ratings and feedback** with the group.
8. Ask: *How will you use the COT for self-improvement?*

Session 5: Wrap-Up & Closing Discussion



30 Min



Expected Session Objectives

By the end of the session, participants will be able to:

- Summarize key learning points from all sessions.
- Facilitate an open discussion where participants share experiences and insights.
- Address any remaining questions through a Q&A session.
- Encourage participants to apply their learning in their teaching practice.



Material Needed

- Flip charts
- Markers
- PowerPoint Presentation (Optional)

Activity 1: Summary of Key Learning Points



10 Min

1. Facilitator presents a recap of the training using a flip chart, PowerPoint slides, or key discussion points from previous sessions.
2. Summarize learning outcomes from each session:
 - **Session 1: Introduction to Multigrade Teaching**
 - Definition, need, and challenges of MGT.
 - Comparison between monograde and multigrade classrooms.
 - Brainstorming solutions for MGT challenges.
 - **Session 2: Classroom Organisation & Teaching Principles**
 - Understanding learning styles and classroom organisation.
 - Effective strategies for engaging multigrade learners.
 - Teacher's role in managing student diversity.
 - **Session 3: Academic Calendar & Lesson Planning**
 - Purpose and development of an academic calendar for MGT.
 - Components of a structured multigrade lesson plan.
 - Managing daily routines and peer learning techniques.
 - **Session 4: Assessment, Feedback, and Classroom Observation**
 - Types of assessments and assessment strategies in MGT.
 - Role of feedback in improving student learning and modifying teaching techniques.

- Using the Classroom Observation Tool (COT) for self-improvement and professional development.
3. Facilitator asks participants:
 - *Which session impacted you the most and why?*
 - *What are your key takeaways from this training?*

Activity 2: Open Discussion & Sharing of Experiences



10 Min

1. Facilitator introduces the discussion:
 - *What challenges do you anticipate when applying these strategies in your classroom?*
 - *How can you overcome these challenges?*
 - *What support would you need to implement multigrade teaching effectively?*
2. Participants pair up and discuss one new strategy they plan to implement.
3. Volunteers share their thoughts with the group.
4. Facilitator notes down key challenges and possible solutions shared by participants.

Activity 3: Q&A and Closing Remarks



10 Min

1. Participants ask any remaining questions from the training.
2. Facilitator provides clarifications and guidance.
3. Facilitator asks:
 - *What is one action you will take based on this training?*
 - *How will you measure the success of applying multigrade strategies?*
4. Closing Remarks by Facilitator:
 - *Thank participants for their engagement.*
 - *Reinforce the importance of continuous learning and collaboration.*
5. Encourage participants to experiment with new strategies and share experiences with their peers.

HANDOUTS

Handout 1: Challenges of Multigrade Teaching (MGT)

Multigrade teaching (MGT) involves instructing students from different grade levels in the same classroom. While it helps address teacher shortages and improves access to education, it comes with unique challenges, including:

1. Combination of Grades

- Teaching multiple grade levels with different curricula at the same time.
- Managing students with varied learning paces.

2. Catering to Different Learning Styles

- Adapting lessons to meet diverse student needs.
- Addressing multiple intelligences and varying learning speeds.

3. Classroom Management

- Keeping students engaged across different grade levels.
- Ensuring discipline while managing independent learning.

4. Time Management

- Balancing instructional time for multiple subjects and grades.
- Reducing idle time for students while focusing on one group.

5. Resource Management

- Limited teaching materials for diverse grade levels.
- Need for flexible, multi-use resources to accommodate different learners.

Handout 2: The Teacher's Role in a Multigrade Classroom

Multigrade teaching requires teachers to take on multiple roles beyond traditional classroom instruction. In a multigrade setting, the teacher serves as a facilitator, manager, planner, evaluator, and collaborator to ensure effective learning outcomes.

Key Roles of a Multigrade Teacher

1. Facilitator

- Conducts student needs assessments to identify learning gaps.
- Plans and implements differentiated instruction for diverse learning levels.
- Uses flexible grouping strategies to enhance peer learning.

2. Manager

- Organizes the classroom environment to support multigrade learning.
- Establishes routines that help students transition between activities.
- Promotes student independence by encouraging self-directed learning.

3. Planner

- Integrates the curriculum across different grade levels.
- Designs multi-level activities that accommodate different learning needs.
- Adjusts lesson plans as needed based on student progress.

4. Evaluator

- Conducts continuous assessments to track student learning.
- Provides constructive feedback to help students improve.
- Adjusts teaching strategies based on feedback for better outcomes.

5. Collaborator

- Fosters collaborative learning through group work and peer tutoring.
- Engages parents and the community in the learning process.
- Utilizes peer tutoring to support diverse learning needs.

Handout 3: Fundamental Principles of Multigrade Teaching

Multigrade teaching requires specific strategies and principles to ensure effective classroom management and student engagement. The following principles help create an inclusive and well-structured learning environment.

1. Preparation

- Develop structured lesson plans that accommodate multiple grade levels.
- Plan activities that can be differentiated for diverse learners.

2. Clear and Effective Communication

- Use simple and direct instructions to ensure all students understand the lesson.
- Encourage active listening and provide clear expectations.

3. Utilize Resources

- Make use of low-cost and locally available materials.
- Integrate technology, storytelling, and visual aids for diverse learners.

4. Praise and Motivation

- Use positive reinforcement to encourage student participation.
- Celebrate small achievements to boost student confidence.

5. Punctuality and Consistency

- Establish a daily routine to ensure smooth transitions between tasks.
- Be consistent in classroom rules and expectations.

6. Support and Inclusivity

- Create a safe and inclusive learning environment for all students.
- Differentiate instruction based on individual student needs.

7. Thoughtful Questioning

- Use open-ended questions to encourage critical thinking.
- Allow students to express their ideas and perspectives.

8. Pacing

- Adjust the speed of teaching based on student understanding.
- Provide extra support to struggling learners without slowing down others.

9. Model Positive Behaviour

- Demonstrate respect, patience, and cooperation in the classroom.
- Encourage peer support and collaboration.

10. Guided Writing

- Provide structured writing activities suited for different grade levels.

Handout 4: Student Participation in a Multigrade Classroom

Student participation is essential for effective multigrade teaching. A well-structured classroom encourages students to take responsibility for their learning, actively engage in lessons, and contribute to the overall learning environment.

Key Aspects of Student Participation

1. Teacher's Workload in a Multigrade Classroom

- Managing different grade levels increases workload.
- Effective student participation can help distribute responsibilities.
- Teachers should implement structured classroom routines to ease workload.

2. Student Responsibilities in a Multigrade Classroom

- Assign students specific tasks to promote ownership.
- Older students can mentor younger students.
- Encourage independent learning through structured activities.

3. Encouraging Active Participation

- Create a supportive classroom environment where all students feel valued.
- Use interactive teaching methods such as discussions, role-playing, and group activities.
- Foster peer learning and encourage students to ask and answer questions.

4. Organisational and Teaching Roles for Students

- Assign students classroom leadership roles such as group leaders, material managers, or discussion facilitators.
- Encourage peer tutoring, where stronger students help others.
- Rotate responsibilities to develop leadership and cooperative skills.

5. Classroom Care and Maintenance

- Teach students to take care of the classroom environment.
- Assign tasks such as cleaning up learning stations and organising materials.
- Develop a shared responsibility system to keep the classroom well-managed.

6. Checking Assignments

- Implement peer review to help students learn from each other.
- Encourage students to self-check their work before submission.
- Use structured feedback techniques to improve learning outcomes.

Handout 5: Academic Calendar for Multigrade Teaching

The academic calendar is a structured framework that helps teachers plan, organise, and implement lessons effectively. It provides a timeline for curriculum delivery, ensuring all learning objectives are met while considering holidays, assessments, and key activities.

Key Features of an Academic Calendar:

- **A Structured Timetable:** Outlines important dates and activities.
- **A Comprehensive Framework:** Includes subjects, themes, and textbook references.
- **Planned with Key Events:** Accounts for holidays, assessments, and school breaks.
- **A Supportive Tool:** Assists in managing educational responsibilities efficiently.

Importance of the Academic Calendar in Multigrade Teaching

A well-structured academic calendar plays a crucial role in organising multigrade classroom, ensuring continuity, and improving student learning outcomes.

Key Benefits:

- **Organisational Structure** – Helps in systematic curriculum delivery.
- **Communication** – Enhances collaboration between teachers, students, and administration.

Planning & Decision-Making – Provides a roadmap for structured teaching.

- **Coordination** – Ensures smooth classroom transitions and structured lesson plans.
- **Compliance** – Aligns with national education policies and school requirements.
- **Continuity & Stability** – Maintains consistency in lesson delivery across multiple grades.

Academic Calendar in Multigrade Teaching

1. Curriculum Planning

- Ensures alignment of subjects across different grades.
- Helps achieve common learning objectives efficiently.

2. Resource Allocation

- Distributes time, classroom space, and learning materials effectively.
- Allows teachers to manage diverse student needs efficiently.

3. Flexibility in Scheduling

- Supports differentiated learning for mixed-grade students.
- Allows curriculum adjustments based on student progress.

4. Collaboration & Communication

- Enhances coordination between teachers, students, and administration.
- Promotes sharing of best practices across grades.

5. Assessment & Monitoring

- Helps in tracking student progress systematically.
- Provides a framework for formative and summative assessments.

Handout 6: Establishing and Managing Daily Routines in Multigrade Classrooms

A **daily routine** is a structured sequence of activities that are performed regularly at set times each day. Establishing consistent routines in a multigrade classroom helps create an effective learning environment.

Benefits of Daily Routines:

- **Provides structure and consistency** – Helps students feel secure and understand what to expect.
- **Increases productivity** – Reduces wasted time and improves classroom efficiency.
- **Helps students understand expectations** – Encourages responsibility and self-discipline.
- **Minimizes disruptions** – Ensures smoother transitions between lessons and activities.

Why Do We Need Daily Routines in Multigrade Classrooms?

Daily routines play an essential role in managing multiple grade levels in the same classroom. They:

- **Avoid chaos** by organizing classroom activities effectively.
- **Reduce repeated instructions**, allowing teachers to focus on lesson delivery.
- **Improve classroom management**, ensuring that students remain engaged.
- **Increase efficiency in student work** by providing a structured approach.
- **Ensure that help is available** when and where needed.
- **Support effective student assessment** by structuring review and feedback times.

Key Multigrade Classroom Routines

Multigrade classrooms require **specialized routines** to balance learning across different grade levels. The following key routines help structure the day:

- **Morning Assembly** – A structured start to the day with announcements and goal setting.
- **Entering the Classroom in a Line** – Encourages discipline and order.
- **Attendance** – Ensures all students are present and accounted for.
- **Group Rotations** – Allows students to move between different activities based on grade level.
- **Teacher Feedback** – Provides individual or group-based feedback on student progress.
- **Peer Teaching** – Encourages collaboration between older and younger students.
- **Peer Assessment** – Students evaluate each other's work to reinforce learning.
- **Requesting Help** – Structured ways for students to seek teacher assistance.

Teacher and Student Routines in a Multigrade Classroom

Teacher Routines

- **Timetable Management:** Plan the day's lessons, ensuring smooth transitions across grades.
- **Lesson Delivery:** Maintain consistency in lesson execution to engage all student groups.
- **Classroom Management:** Keep the classroom environment organized to maximize learning time.

Student Routines

- **Understanding Tasks:** Students should know their responsibilities for each part of the day.
- **Managing Resources:** Encourages students to handle and organize materials effectively.
- **Independent Work:** Ensures students know what to do once they finish their main tasks.
- **Taking Responsibility:** Assigning roles such as group leaders fosters leadership skills.

Steps to Establish Daily Routines in Multigrade Teaching

- **Follow the routine yourself** – Model the expected behavior for students.
- **Ensure students understand the reason** for each routine to encourage participation.
- **Practice routines** with students before implementing them consistently.
- **Allow time for students to adjust**, recognizing that routines take time to develop.

Implementing Goals and Priorities for Effective Routines

Step 1: Apply Timetabling Effectively

- Plan daily lessons in a structured way to ensure that time is used efficiently.

Step 2: Maintain Consistent Lesson Delivery

- Keep teaching methods uniform to ensure equal engagement and attention for all students.

Step 3: Foster Student Independence

- Encourage students to complete tasks, ask for help when needed, and work independently.

Step 4: Monitor and Adjust

- Regularly review the effectiveness of routines and make necessary adjustments.

Handout 7: Group Work and Peer Learning Techniques in Multigrade Teaching (MGT)

Multigrade teaching requires teachers to take on multiple roles beyond traditional classroom instruction. In a multigrade setting, the teacher serves as a facilitator, manager, planner,

1. Importance of Group Work in a Multigrade Classroom

Group work is an essential strategy in multigrade teaching as it allows students of different grade levels to collaborate, learn from one another, and develop essential skills. Group work is important because:

- **Enhances Critical Thinking:** Students learn to analyze and understand concepts better.
- **Encourages Active Listening:** Helps students listen to and respect others' opinions.
- **Develops Communication Skills:** Encourages students to express their thoughts clearly and respectfully.
- **Promotes Teamwork & Leadership:** Builds cooperation and leadership among students.
- **Encourages Constructive Feedback:** Students learn to give and accept feedback.
- **Maximizes Learning Time:** Students work together to solve problems efficiently.

2. Group Work in Monograde vs. Multigrade Classrooms

While **group work is beneficial in both monograde and multigrade classrooms**, its application varies.

Aspect	Monograde Classroom	Multigrade Classroom
Student Composition	Same age and grade	Mixed ages and grades
Group Formation	Based on skill levels or interests	Based on ability, peer tutoring, or mixed-grade learning
Learning Approach	Collaborative learning within the same curriculum	Cross-age peer learning and shared experiences
Teacher's Role	Facilitator and guide	Coordinator and mentor for peer teaching
Benefits	Enhances cooperation and subject mastery	Encourages leadership, responsibility, and self-directed learning

3. Group Work Techniques for Multigrade Teaching

A. Peer Learning Strategies

Peer learning is a structured approach where students **teach and learn from one another**, which is especially useful in a multigrade classroom.

- **Cross-age Tutoring:** Older students help younger ones understand concepts.
- **Same-ability Groups:** Students with similar abilities work together on a task.

- **Mixed-ability Groups:** Advanced learners support struggling students.
- **Think-Pair-Share:** Students discuss a concept in pairs before sharing with the group.

B. Cooperative Learning Structures

- **Jigsaw Method:** Each student learns part of a topic and teaches it to their group.
- **Expert Groups:** Students specialize in a topic and teach their peers.
- **Project-based Learning:** Groups work on hands-on tasks that apply their knowledge.
- **Discussion Circles:** Students discuss and reflect on topics together.

C. Rotational Group Work in MGT

- **Independent Work Station:** Students complete tasks while the teacher works with another group.
- **Peer Tutoring Station:** Students work in pairs, teaching and reviewing each other's work.
- **Teacher-led Station:** The teacher provides direct instruction to one small group at a time.

4. Establishing Routines for Group Work in a Multigrade Classroom

To ensure effective group learning, teachers must **set clear expectations and roles** for students.

Steps to Establish Effective Group Work Routines:

- **Discuss Responsibilities:** Explain the roles of each group member (e.g., leader, recorder, timekeeper).
- **Display Group Roles & Responsibilities:** Post a reference chart in the classroom.
- **Allow Students to Choose Roles:** Let students reflect on which role they are suited for.

5. Implementing Peer Learning in a Multigrade Classroom

To ensure effective peer learning, teachers should:

- **Set Clear Learning Objectives:** Define what students should achieve in each group task.
- **Train Students for Peer Teaching:** Provide guidance on how to support and respect peers.
- **Monitor Progress & Provide Feedback:** Observe groups and assist when needed.
- **Create a Supportive Learning Environment:** Encourage students to value each other's contributions.

Handout 8: Classroom Observation Tool (COT) for Multigrade Teaching

Classroom Observation Tool (COT) for Multigrade Teaching (MGT)

Part A: General Information				
School name		EMIS code		
Teacher name		CNIC		
Name of observer		Observation Date		
Observer designation (circle one)	ASDEO	School Leader (SL)	HT	Any other
About the lesson you observe				
Grades Combined		Number of children in class today		
Subject				
Topic				
Main SLO				

Part B: MGT CLASSROOM OBSERVATION TOOL

No.	Indicator	Score			Observation
		Emerging (1)	Developing (2)	Proficient (3)	
Multigrade Classroom Management					
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).				
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).				
Academic Calendar & Lesson Planning					
3.	The teacher implements multigrade academic calendar.				
4.	The teacher uses a multigrade lesson plan.				
Instructional Strategies					
5.	The teacher explicitly articulates the learning objectives for each grade level.				
6.	The teacher’s explanation of the content aligns with the stated learning objectives for each grade level.				
7.	The teacher’s explanation of the content is clear and accurate catering to students of both grades.				
8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.				

9.	The teacher manages time effectively to balance instructional attention between grades.				
Student Engagement					
10.	The teacher uses flexible grouping strategies to enable students from both grades to collaborate based on their needs and abilities.				
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.				
Assessment & Feedback					
12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.				
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.				

PART C: POST-OBSERVATION DISCUSSION	
Practice to improve: (Select two practices)	
Practice _____	Actionable feedback to the teacher:
Practice _____	Actionable feedback to the teacher:
Any other urgent observation/action required	

Scoring Rubric for the Classroom Observation Tool with Examples

The rubric describes the practice at three levels, low, medium and high. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1(emerging), 2 (developing), and 3 (proficient).

No.	Indicator	Score		
		Emerging (1)	Developing (2)	Proficient (3)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).	The teacher <u>does not combine grades logically</u>, leading to confusion and frustration. Example: - The teacher combines ECCE and Grade 2 students for the same literacy activity. - ECCE students struggle with basic letter recognition, while Grade 2 students find the material too easy and unchallenging. - This misalignment results in both groups feeling disengaged and confused.	The teacher <u>combines grades logically but</u> does not fully consider the different learning needs, leading to partial effectiveness. Example: - The teacher combines Grade 2 and Grade 3 students for a literacy lesson. - While both groups read the same passage, Grade 3 students require more advanced comprehension tasks, while Grade 2 students find the content too challenging. - This leads to uneven progress and engagement.	The teacher <u>consistently combines grades logically</u>, addressing the learning needs of each group and ensuring differentiated instruction. Example: - The teacher combines ECCE and Grade 1 students for a literacy lesson. - ECCE students work on letter recognition, while Grade 1 students focus on forming simple sentences. - The teacher provides tasks appropriate to each grade level, ensuring an organised and engaging learning environment for all students.

2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).	The teacher <u>does not use classroom space effectively</u> to accommodate both grades and encourage interaction. Example: - The teacher arranges desks in rows without creating flexible seating or subject-specific corners for Grade 2 and Grade 3 students. - There is no space for collaborative work, and students from both grades struggle to engage with the lesson, leading to confusion and lack of interaction.	The teacher makes <u>some effort to use the classroom space, but</u> it does not fully accommodate both grades and encourage effective interaction. Example: - The classroom includes a reading corner and some flexible seating, - But it is not well-suited to both Grade 2 and Grade 3 needs. - While Grade 3 students use the space for independent work, Grade 2 students are less engaged, and interaction between the grades is limited.	The teacher <u>organises classroom space effectively</u>, accommodating both grades and encouraging smooth interaction. Example: - The teacher designs subject-specific corners, such as a phonics area for Grade 2 and a maths station for Grade 3, while shared spaces like a collaborative project table allow for interaction. - Flexible seating options encourage movement between independent work and group activities, fostering an organised and interactive environment for both grades.
Academic Calendar & Lesson Planning				
3.	The teacher implements multigrade academic calendar.	The teacher <u>implements a monograde academic calendar</u>, resulting in confusion and misalignment for the combined grades.	The teacher <u>partially implements the multigrade academic calendar</u>. Some activities do not fully integrate overlapping content or align with the term-wise plan.	The teacher <u>consistently implements the multigrade academic calendar</u>, effectively integrating overlapping content and following the term-wise plan.

		Example: ▪ The teacher follows a Grade 3 academic calendar without adjustments for Grade 2 students. ▪ Both grades are given the same "Measurement" tasks, which are too advanced for Grade 2 students, leaving them confused and unable to keep up, while Grade 3 students proceed without difficulty. ▪ This leads to disorganised lessons and gaps in learning for the younger students.	Example: ▪ The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 in the first term. ▪ The teacher plans lessons where Grade 2 students measure objects using rulers, while Grade 3 students calculate area and perimeter. ▪ However, the teacher sometimes introduces unrelated topics like "Time," which disrupts the flow and causes confusion for the students.	Example: ▪ The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 during the first term. ▪ The teacher plans lessons where Grade 2 students measure objects with non-standard units (e.g., paperclips), while Grade 3 students work on calculating area and perimeter. ▪ Both grades collaborate, with Grade 3 students helping Grade 2 students, ensuring every lesson follows the academic calendar and creating a structured and engaging learning experience.
4.	The teacher uses a multigrade lesson plan.	The teacher <u>uses two separate monograde lesson plans</u> , resulting in a lack of integration and alignment across the combined grades.	The teacher <u>uses a multigrade lesson plan aligned with the academic calendar</u> but with partial differentiation between grades, resulting in inconsistencies.	The teacher <u>prepares and implements a well-structured multigrade lesson plan</u> that is fully differentiated for each grade and aligned with the academic calendar.

		Example: - The teacher prepares one lesson plan for Grade 2 focused on "Addition" with basic two-digit problems (e.g., $25 + 13$) and another for Grade 3 with more advanced three-digit subtraction problems (e.g., $456 - 123$). - Because these plans are not aligned, there is no opportunity for collaboration or shared learning between the grades. - As a result, both grades work on different topics simultaneously, creating confusion and making it difficult for the teacher to manage the class effectively.	Example: - The teacher plans a lesson on "Addition and Subtraction" for both Grade 2 and Grade 3. - Grade 2 students work on two-digit problems without regrouping (e.g., $34 + 12$), while Grade 3 students solve three-digit problems with regrouping (e.g., $235 + 178$). - However, when they work together on mixed problems, the younger students get confused by the more advanced material. - The lesson somewhat follows the academic calendar, but the lack of clear differentiation causes confusion during group work.	Example: - The teacher plans a lesson on "Addition and Subtraction" where Grade 2 students practise two-digit problems without regrouping (e.g., $48 + 21$), while Grade 3 students tackle multi-digit problems with regrouping (e.g., $235 + 178$) and real-world applications. - During group work, Grade 3 students assist Grade 2 students in understanding regrouping. - The lesson is perfectly aligned with the academic calendar, ensuring both grades are appropriately challenged and engaged.
Instructional Strategies				
5.	The teacher explicitly articulates the learning objectives for each grade level.	The teacher <u>does not state</u> the learning objectives for <u>both grades</u> , and the <u>activities do not clarify</u> the objectives.	The teacher <u>states a general objective</u> for both grades <u>but</u> does not clearly differentiate or	The teacher <u>clearly articulates</u> the <u>differentiated learning objectives for each grade</u> , and

		Example: ▪ The teacher begins the lesson by having both Grade 4 and Grade 5 students read a story but fails to explain the learning objectives. ▪ Grade 4 students focus on identifying key details, and Grade 5 students are tasked with writing a summary. ▪ Since the teacher does not clarify the purpose behind these tasks or connect them to the learning objectives, students are left confused about the lesson's focus.	explain the specific objectives for each grade. Example: ▪ The teacher says, "Today we are working on reading comprehension," but does not specify distinct objectives for Grade 4 and Grade 5. ▪ While Grade 4 students work on identifying details and Grade 5 students write a summary, the teacher does not clearly explain the specific goals for each grade, leading to some confusion about the lesson's expectations.	the activities align with these objectives. Example: ▪ The teacher begins the lesson by saying, "Grade 4 will focus on identifying key details from the text, while Grade 5 will work on summarising the story." ▪ The teacher explains how the activities are designed to meet these objectives, ensuring that Grade 4 students concentrate on details and Grade 5 students focus on writing summaries, with both tasks clearly aligned to their respective learning objectives.
6.	The teacher's explanation of the content aligns with the stated learning objectives for each grade level.	The teacher's explanation <u>does not align with the stated lesson objectives</u>, and the <u>content does not support the learning goals</u> for either grade. Example: ▪ The stated objective is for ECCE students to listen to	The teacher's explanation <u>partially aligns with the stated learning objectives</u>, but there are significant distractions or gaps. Example: ▪ The teacher's objective is for ECCE students to listen to the alphabet sounds and for	The teacher's explanation <u>fully aligns with the stated learning objectives</u>, and the <u>content clearly supports the goals</u> for each grade. Example: ▪ The teacher clearly explains that ECCE students will listen to the alphabet sounds, and

		letter sounds and for Grade 1 students to practise saying the letters. - However, the teacher spends the lesson talking about animal names and showing pictures of animals. - This has nothing to do with the alphabet sounds, and students are left confused, without practising their listening or speaking skills.	Grade 1 students to practise saying the letters. - The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games. - While students are exposed to some relevant content, they don't spend enough time focusing on the actual objectives, reducing the lesson's effectiveness.	Grade 1 students will practise saying the letters. - The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud. - The activities are well-matched to the objectives, and both groups are focused on learning their specific skills.
7.	The teacher's explanation of the content is clear and accurate catering to students of both grades.	The teacher's explanation is <u>unclear or incorrect</u>, leaving students confused or with misconceptions. Example: - The teacher attempts to explain multiplication to both Grade 4 and Grade 5 - But inaccurately describes it as "adding numbers together." - This confuses both grades, and when the teacher incorrectly states that multiplying by "zero" is	The teacher's explanation is <u>mostly correct but</u> unclear or too simple for one or both grades. Example: - The teacher gives a correct explanation of multiplication - But only addresses basic two-digit multiplication. - This explanation proves too challenging for some Grade 4 students and too simplistic for students who are ready for more advanced concepts. - Although the explanation is accurate, it does not	The teacher provides a <u>clear and correct</u> explanation for both grades, adjusting the explanation to each grade's level. Example: - The teacher explains multiplication clearly for both Grade 4 and Grade 5. - For Grade 4, the teacher uses simple examples like "3 groups of 4" and draws arrays to show basic multiplication.

		<i>the same as multiplying by “one,” it leads to further misconceptions.</i> ▪ <i>As a result, neither grade understands multiplication properly, causing frustration among students.</i>	<i>adequately cater to the varying levels of both grades, leading to only partial understanding.</i>	▪ <i>For Grade 5, the teacher explains more complex multiplication, like three-digit by two-digit problems, and introduces regrouping.</i> ▪ <i>Each grade receives a tailored explanation that helps them understand the concept fully.</i>
8.	The teacher’s explanation of the content aligns with the stated learning objectives for each grade level.	The teacher’s explanation <u>does not align with the stated lesson objectives</u>, and the content does not support the learning goals for either grade. Example: ▪ <i>The stated objective is for ECCE students to listen to the letter sounds and for Grade 1 students to practise saying the letters.</i> ▪ <i>However, the teacher spends the lesson talking about animal names and showing pictures of animals.</i> ▪ <i>This has nothing to do with the alphabet sounds, and students are left</i>	The teacher’s explanation <u>partially aligns with the stated learning objectives</u>, but there are significant distractions or gaps. Example: ▪ <i>The teacher’s objective is for ECCE students to listen to the alphabet sounds and for Grade 1 students to practise saying the letters.</i> ▪ <i>The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games.</i> ▪ <i>While students are exposed to some relevant content, they don’t spend enough time focusing on the actual</i>	The teacher’s explanation <u>fully aligns with the stated learning objectives</u>, and the content clearly supports the goals for each grade. Example: ▪ <i>The teacher clearly explains that ECCE students will listen to the alphabet sounds, and Grade 1 students will practise saying the letters.</i> ▪ <i>The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud.</i> ▪ <i>The activities are well-matched to the objectives, and both groups are focused</i>

		<i>confused, without practising their listening or speaking skills.</i>	<i>objectives, reducing the lesson's effectiveness.</i>	<i>on learning their specific skills.</i>
9.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.	The content is <u>not</u> appropriate for the grade <u>level(s)</u>, either too advanced or too simple, and does not support students' learning needs. Example: ▪ The teacher presents both Grade 2 and Grade 3 students with difficult words like "unbelievable" and "complicated" without first teaching simpler words. ▪ This is too hard for Grade 2 students, who are still learning basic words, and does not challenge Grade 3 students appropriately. ▪ The lack of differentiation confuses and disengages both groups.	The content is <u>somewhat</u> appropriate but lacks sufficient differentiation for each grade, limiting its effectiveness. Example: ▪ The teacher introduces "cat" for Grade 2 and "elephant" for Grade 3, but then asks both groups to practise with "butterfly." ▪ While "butterfly" is a good word for Grade 3, it is a bit difficult for Grade 2 students, who need simpler words. ▪ The content is partially relevant, but the lack of differentiation causes some students to struggle and others to be under-challenged.	The content is <u>fully</u> appropriate and well-differentiated for each <u>grade</u>, supporting the learning objectives effectively. Example: ▪ The teacher presents Grade 2 students with words like "rabbit" and "sunset" (two-syllable words) and gives Grade 3 students more complex words like "elephant" and "butterfly" (three-syllable words). ▪ Each grade works on their level, with Grade 2 mastering basic syllables and Grade 3 tackling more challenging words. ▪ The content is well-matched to each grade, engaging all students appropriately.
10.	The teacher manages time effectively to balance	The teacher <u>does not</u> manage time <u>effectively</u> , causing	The teacher <u>manages</u> time <u>somewhat</u> effectively but	The teacher <u>manages</u> time <u>effectively</u> , ensuring smooth

	instructional attention between grades.	disorganisation and loss of instructional flow. Example: - During a math lesson, the teacher spends too long on direct instruction for Grade 2, leaving little time for Grade 3 students to complete their tasks. - As a result, the lesson runs overtime, and neither grade finishes the planned activities.	struggles to maintain a smooth instructional pace. Example: - The teacher alternates between helping Grade 2 students with basic subtraction and Grade 3 students with more advanced problems. - However, the teacher spends too much time with Grade 2, causing Grade 3 students to wait and run out of time to complete their tasks, resulting in a rushed and uneven lesson.	transitions and lesson flow for both grades. Example: - The teacher starts with a focused explanation for Grade 2 students and sets them up with an independent task while providing more complex instruction to Grade 3. - The teacher tracks the time carefully, ensuring that both grades have sufficient time to work on their assignments and complete the activities before transitioning to the next part of the lesson.
Student Engagement				
11.	The teacher uses flexible grouping strategies that enables students to collaborate with peers from both their own or other grades, based on needs and abilities.	The teacher <u>does not use flexible grouping strategies</u>, and students are grouped strictly by grade or randomly, without considering their needs or abilities.	The teacher <u>uses some flexible grouping strategies</u>, considering <u>either grade level or abilities</u>, but not both. Some collaboration occurs across grades, but grouping is not fully based on individual needs.	The teacher <u>effectively uses flexible grouping strategies</u> that allow collaboration across grades, based on students' needs and abilities. Groups are dynamic and change during the lesson to maximise learning.

		Example: ▪ The teacher puts all Grade 2 students in one group and all Grade 3 students in another for a reading comprehension activity. ▪ There is no attention to different reading levels or specific needs. As a result, stronger students are underchallenged, and struggling students are not supported. ▪ There is no collaboration between the grades, and the groups don't reflect students' abilities, leading to limited engagement.	Example: ▪ The teacher allows a few strong Grade 2 readers to work with Grade 3 students who need support during a reading activity. ▪ However, most students remain in grade-based groups. ▪ While some cross-grade collaboration occurs, the teacher doesn't consistently use abilities to form groups, leading to mixed results, where only some students benefit from the collaboration.	Example: ▪ The teacher groups students for reading based on their skills, not grade. ▪ A strong Grade 2 reader is paired with a Grade 3 student to read a more advanced text, while a struggling Grade 3 student joins Grade 2 students to work on simpler texts. ▪ As the lesson progresses, the teacher adjusts the groups to meet changing needs, ensuring all students are challenged and supported through peer collaboration, enhancing learning for everyone.
12.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.	The teacher <u>does not encourage peer learning or collaboration</u> between older and younger students. Each grade works independently.	The teacher <u>occasionally encourages peer learning, but</u> the collaboration between older and younger students is limited. Older students may help younger students, but it is informal and lacks structure.	The teacher <u>actively promotes and structures peer learning</u> , with older students consistently supporting younger students in a collaborative environment.

		Example: ▪ The teacher separates Grade 2 and Grade 3 students into different groups and teaches them separately. ▪ There is no interaction or collaboration between the two grades, and older Grade 3 students do not help the younger Grade 2 students. This isolation limits opportunities for peer learning and collaboration.	Example: ▪ The teacher allows Grade 3 students to help Grade 2 students if they finish their work early, but this happens without structure. ▪ While some Grade 3 students assist their younger peers, it is not planned, and the support is inconsistent. ▪ Peer learning happens randomly, and younger students don't always get the help they need.	Example: ▪ The teacher pairs Grade 3 students with Grade 2 students during a reading activity. ▪ Grade 3 students are given clear roles to help their younger peers understand the reading and answer questions. ▪ The teacher structures the tasks so that Grade 3 students explain the material, reinforcing their own learning while supporting Grade 2 students. ▪ This approach is consistently used to create a collaborative learning environment.
Assessment & Feedback				
13.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.	The teacher <u>does not use a variety of formative assessment techniques or incorporate peer or self-assessment</u> , resulting in missed opportunities for monitoring progress.	The teacher <u>uses some formative assessment techniques</u> but does not fully incorporate peer or self-assessment, leading to uneven monitoring of student progress.	The teacher <u>consistently uses a variety of formative assessment techniques, including peer and self-assessment</u> , to monitor progress across both grades.

		Example: ▪ The teacher gives both Grade 2 and Grade 3 students the same worksheet on subtraction without adapting it to their level. ▪ There are no opportunities for peer or self-assessment, and students complete the task independently. ▪ The teacher does not know how well students from either grade are progressing.	Example: ▪ During a subtraction lesson, the teacher uses questioning to assess Grade 3 students but does not provide sufficient assessment for Grade 2 students. ▪ The teacher briefly mentions peer-assessment but does not structure it properly. ▪ As a result, Grade 2 students do not have a clear understanding of their progress, and peer-assessment is inconsistent.	Example: ▪ During the subtraction lesson, the teacher uses tailored worksheets: Grade 2 students practice basic subtraction while Grade 3 students solve more complex problems. ▪ The teacher integrates peer-assessment by having Grade 3 students review the work of Grade 2 students, and Grade 2 students use a self-assessment checklist to reflect on their performance. ▪ These varied assessment techniques allow the teacher to effectively monitor the progress of both grades.
14.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.	The teacher <u>provides generic or minimal feedback</u> that does not address individual grade levels or student needs. Example: ▪ After a writing assignment, the teacher tells both Grade 4 and Grade 5 students general	The teacher <u>provides some individualized feedback, but</u> it is not fully tailored to both grade level and individual student needs. Example: ▪ After a reading comprehension activity, the teacher gives feedback	The teacher <u>provides individualized feedback consistently</u>, tailored to both grade level and specific student needs. Example: ▪ After a creative writing activity, the teacher gives Grade 4 students feedback

		comments like "Good effort" or "Try harder next time," without pointing out specific strengths or areas for improvement. ▪ The feedback does not help students understand what they did well or what they need to work on, leaving them without clear guidance.	focused on main ideas for both Grade 4 and Grade 5 students. ▪ While this feedback is relevant for Grade 4 students, Grade 5 students, who need more advanced feedback on analysing themes, only receive general comments. ▪ As a result, some students benefit, but others do not get the specific feedback they need for their grade level.	on sentence structure and descriptive language, while Grade 5 students receive feedback on organizing paragraphs and developing stronger arguments. ▪ Additionally, individual needs are considered: a Grade 4 student struggling with grammar gets tips on improving punctuation, while a high-achieving Grade 5 student is encouraged to use more advanced vocabulary. ▪ This feedback helps each student improve according to their grade level and abilities.
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