

## **TOOL 8 Implications for teacher training and support**

### **Introduction**

Teachers play a major role in interpreting the curriculum, fashioning pedagogy and devising assessment activities (MOE New Zealand, 2005). Training and professional development therefore constitute an integral part of any educational reform.

Furthermore, the demands on schools and teachers are becoming increasingly complex. Curricular change needs to include teaching-learning methods on HIV & AIDS and sexual & reproductive health. These changes in curriculum can be difficult for teachers, especially as schools and teachers are increasingly expected to be sensitive to socio-cultural and gender issues, promote partnerships with the community, promote tolerance, use new pedagogies, and adjust assessment practices to be consistent with new pedagogies and learning areas.

Furthermore, education that is *life skills* based requires 'highly skilled and motivated staff with in-depth understanding of issues (Boler & Aggleton 2004). Most find teaching about HIV & AIDS and sexual & reproductive health challenging. It is therefore essential that teachers are adequately trained and supported.

Tool 8 intends to address the main implications of the integration of HIV & AIDS education and sexual & reproductive health for teacher training and support.

### **Educational reform and effective teaching**

A fair amount of research has been conducted into what constitutes an effective teacher. Teacher knowledge of their subject (content knowledge), how students learn (pedagogical knowledge and skills), and the interaction of these two factors are essential to support learning. Teachers who possess good knowledge of the content of their subject have been found to be better able to make pedagogical changes (MOE New Zealand, 2005). The pedagogical practices of a teacher are also linked to the efficacy of a teacher, but there are other factors that determine the overall effectiveness of teachers.

Contextual factors, such as the subject being taught, learner characteristics and class size strongly affect teaching practice. In all a teacher does, s/he also reflects his or her experience, culture and history, and implicit and explicit theories of teaching and learning.

At the end of the day, teachers are the ones to implement the reforms and oftentimes are required to change their own behaviour in the process, their – often deeply held - notions and beliefs regarding effective teaching and learning needs to be taken into account. Curricular reform therefore requires a collaborative reconstruction of a new social ground for teachers (Anderson, 1998). The integration of HIV & AIDS education and sexual & reproductive health into the school curriculum certainly request a careful evaluation of the needed reforms of teacher education in order to provide teachers with the necessary professional tools and support to fulfil their task.

### **Assessing teacher education for HIV & AIDS and SRH education**

Teachers and teacher trainees have a different role and interest in educational change. Therefore, though much of the content of the training of teachers to facilitate learning on HIV & AIDS education and sexual & reproductive health will be similar (basic facts, exploring human rights and gender issues, appropriate pedagogy, etc.), the training approach for these two different groups should be different.

Some of the main implications for teacher training – both pre- and in-service – and teacher support will be further broken down in the table that follows. Key questions are posed to assist

curriculum developers in the definition and development of professional development programmes for teachers. It is critical that pre- and in-service teacher education and continuing professional support be interlinked.

Tool 8 presents a list of 11 key issues in professional development for teaching life skills for HIV & AIDS education and sexual & reproductive health.

For each of these 11 issues, the tool also provides the main questions that need to be answered to assess the relevance of training for pre-service and in-service teacher training and ongoing support to teachers.

- Issue 1** Foster and promote a fair dialogue with teachers and between teachers about their practices and take into consideration their ideas and expertise in designing innovative and effective teacher training methods, and ways to change teacher practices.
- Issue 2** Provide extensive and in-depth, professional development because the teaching of HIV & AIDS and SRH may be held deeply and personally.
- Issue 3** Address low levels of self confidence & understanding of curricular content & learning on part of teachers.
- Issue 4** Make sure that teachers themselves are able to respect human rights – including those of children and women.
- Issue 5** Develop a safe environment and a trusting atmosphere.
- Issue 6** Train teachers to give learners the space and tools to practice a range of skills, applying knowledge etc. to resolve difficult, real life situations and problems.
- Issue 7** Raise the awareness and capacity of teachers to identify and use practical and relevant opportunities to make connections across the curriculum.
- Issue 8** Learning to think critically is essential to effective learning on HIV & AIDS and SRH.
- Issue 9** Prepare teachers to understand the mental, physical, social, emotional and spiritual changes that young people experience during pre-puberty and adolescence years.
- Issue 10** Train teachers so that they are able to guide a teaching-learning process around sensitive issues.
- Issue 11** Prepare the teachers to use assessment as a pedagogical tool, supporting the teaching-learning process through the use of formative assessment.

**Table 8.1. Key issues in pre- and in-service teacher training and support and guiding questions for assessment**

Answering these questions for each issue will help in the assessment of current (or planned) teacher training strategies for HIV & AIDS education and sexual & reproductive health. Be aware that there may be some overlap between some of the issues addressed in this table, particularly in the area of assessment questions as some issues are closely linked.

Key issues in professional development for life skills, HIV & AIDS and SRH teaching	Implications for pre-service teacher training Main questions to be asked	Implications for in-service teacher training Main questions to be asked	Implications for ongoing teacher support in schools Main questions to be asked
<p><b>Issue 1</b></p> <p>Foster and promote a fair dialogue with teachers and between teachers about their practices and take into consideration their ideas and expertise in designing innovative and effective teacher training methods, and ways to change teacher practices.</p> <p><i>Teachers being essential for any educational reform, innovators (researchers &amp; policy makers) should engage in dialogue with teachers and teacher trainees on an equitable footing about their school and work culture, the pedagogical approaches &amp; practices that are a part of that culture, &amp; the implications of new approaches for existing pedagogical practices, etc. (Olson, 2000).</i></p>	<p>Teacher trainers could discuss the education curriculum with practicing teachers:</p> <ul style="list-style-type: none"> <li>▪ What are the most common shortcomings and difficulties experienced by teachers in effectively teaching HIV &amp; AIDS and SRH education?</li> <li>▪ What are teachers' experiences with (new) pedagogical approaches &amp; teaching-learning methods? Are these methods adequate?</li> <li>▪ What innovative good practices of teachers developed in response to these shortcomings are available to be shared during pre-service training?</li> <li>▪ How could pre-service training be otherwise improved?</li> </ul> <p>Trainees could discuss with practicing teachers:</p> <ul style="list-style-type: none"> <li>▪ Practical examples on how new contents, interactive pedagogy, assessment of life skills can be put into practice?</li> <li>▪ Practical examples on how they're dealing with shortcomings and difficulties?</li> <li>▪ What are teachers' experiences with (new) pedagogical approaches &amp; teaching-learning methods? Are these methods adequate?</li> </ul>	<p>Teacher trainers could discuss the in-service curriculum (content and provision) with teachers:</p> <ul style="list-style-type: none"> <li>▪ What are the most common shortcomings and difficulties experienced by teachers in effectively teaching HIV &amp; AIDS and SRH education?</li> <li>▪ What are teachers' experiences with (new) pedagogical approaches &amp; teaching-learning methods? Are these methods adequate?</li> <li>▪ What innovative good practices of teachers developed in response to these shortcomings are available to be shared during in-service training?</li> <li>▪ Ways to promote on-going exchange of good practice among teachers (at school, district, provincial level, etc.)?</li> <li>▪ Alternatives to centralized "one shot" in-service training?</li> <li>▪ Ways to improve cascade training?</li> <li>▪ How could in-service training be otherwise improved?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What do teachers find critical from a classroom perspective?</li> <li>▪ What is the supervision system and other support that teachers are offered when experimenting with new contents and pedagogical approaches?</li> <li>▪ Are they processes put in place to assess trainees' needs, so that current training programs and processes may be improved?</li> </ul>

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<p><b>Issue 2</b></p> <p>Provide extensive and in-depth, professional development because the teaching of HIV &amp; AIDS and SRH may be held deeply and personally.</p> <p><i>Curriculum reform integrating HIV &amp; AIDS and SRH education may therefore challenge these beliefs.</i></p>	<ul style="list-style-type: none"> <li>▪ Is the training sufficiently long &amp; does it offer opportunities for repetition &amp; review of sensitive themes, skills, etc.?</li> <li>▪ Does it provide opportunities to test newly acquired skills in a classroom situation (role play or real situation)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does training take into account that the contents, pedagogy &amp; assessment approach may differ from what teachers are used to in their current practice?</li> <li>▪ Is the training sufficiently long &amp; does it offer opportunities for repetition &amp; review of sensitive themes, skills, etc.?</li> <li>▪ Does it provide opportunities to test newly acquired skills in a classroom situation (role play or real situation)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does supervision provide opportunities for teachers at different professional stages to discuss how they deal with the challenges change presents?</li> <li>▪ If for example, teacher networks are not possible for the facilitation of sharing experiences, are other forms of exchange between teachers offered, such as mentoring of newly trained teachers, mechanisms for feedback from (both newly trained and more experienced) teachers and subsequent follow up?</li> <li>▪ Are supervisors enabled (by the education system) to provide teachers with these forms of support?</li> </ul>
<p><b>Issue 3</b></p> <p>Address low levels of self confidence &amp; understanding of curricular content &amp; learning on part of teachers</p> <p><i>Teacher confidence &amp; understanding of curricular content &amp; learning affects pedagogical practices; low levels of self confidence &amp; understanding of curricular content &amp; learning may result in avoidance strategies, more prescriptive and teacher-directed pedagogical methods, that may inhibit creativity &amp; questioning of learners.</i></p>	<ul style="list-style-type: none"> <li>▪ Is thorough training provided on contents, covering all four modules in-depth?</li> <li>▪ Is solid training given in pedagogical practices, aimed at increasing trainee confidence in facilitating learning among young people?</li> <li>▪ Is formative assessment used as a means to inform teacher trainers on trainees' progress in understanding of curricular content &amp; the use of participatory teaching-learning methods as well as providing trainees with insight in their own progress?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-test done with teachers' understanding of the (new) curricular content &amp; new pedagogical approaches?</li> <li>▪ Is thorough training provided on contents covered in all four modules?</li> <li>▪ Is training in new pedagogical practices comprehensive and of sufficient duration to increase teacher confidence in facilitating learning among young people?</li> <li>▪ Is formative assessment used as a means to inform teacher trainers and trainees about their progress in understanding of curricular content &amp; the use of participatory teaching-learning methods?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there ongoing supervision and exchange on the new contents, covering all four modules in depth, when necessary providing updated information?</li> <li>▪ Does supervision deal with (new) pedagogical practices in a comprehensive manner and is it of sufficient duration and frequency to increase teacher confidence in facilitating learning among young people?</li> <li>▪ Do trainees have access to personal counselling during the training respond with confidentiality to questions they may have about themselves regarding HIV and AIDS?</li> </ul>

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<p><b>Issue 4</b></p> <p>Make sure that teachers themselves are able to respect human rights – including those of children and women.</p> <p><i>Respect for human rights – including those of children – is one of the fundamental starting points for effective HIV and AIDS education.</i></p> <p><i>Quality education based on a human rights approach means that education systems are oriented towards ensuring that every child has the right to receive an education of good quality which in turn requires focus on the quality of the learning environment, teaching and learning processes and materials and learning outputs.</i></p>	<ul style="list-style-type: none"> <li>▪ Does training include pre-testing of trainees' understanding of human rights and children's rights, and human rights based approach to education?</li> <li>▪ Are teacher trainees sensitised to the UN Convention on the Rights of the Child and the International Bill of Human Rights?</li> <li>▪ Is teacher training consistent with human rights based educational objectives,</li> <li>▪ Are training methods participatory and democratic?</li> <li>▪ Is diversity valued and respected?</li> <li>▪ Are opportunities provided to practice through real life examples and activities?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does training include pre-testing of teachers' understanding of human rights and children's rights, and human rights based approach to education?</li> <li>▪ Are teachers sensitized to UN Convention on the Rights of the Child and the International Bill of Human Rights?</li> <li>▪ Is teacher training consistent with human rights based educational objectives?</li> <li>▪ Are training methods participatory and democratic?</li> <li>▪ Is the training programme in line with human rights based approach, i.e. do teachers have a voice in decision making; is peer education and peer counselling promoted; etc.?</li> <li>▪ Is diversity valued and respected?</li> <li>▪ Are opportunities provided to practice through real life examples and activities?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are teachers understanding of human rights and children's rights, and human rights based approach to education monitored?</li> <li>▪ Is teaching practice and the extent to which it is in line with human rights based approach monitored?</li> <li>▪ Do supervisors sensitize teachers on the UN Convention on the Rights of the Child and the International Bill of Human Rights?</li> <li>▪ Is teacher supervision consistent with human rights based educational objectives?</li> <li>▪ Are supervision methods participatory and democratic?</li> <li>▪ Is there space for teachers to provide recommendations on how to improve the internal structure and management of the school to make it more in line with a human rights based approach?</li> <li>▪ Do teachers have a voice in the decision-making process regarding the supervision programme?</li> <li>▪ Is the internal structure and management of the teacher college/teacher training courses in line with a human rights based approach? (i.e. do trainees have a voice in decision making; are there effective student councils; is peer education and peer counselling promoted; etc.)?</li> </ul>
<p><b>Key issues in professional development for life skills, SRH and HIV &amp; AIDS teaching</b></p>	<p><b>Implications for pre-service teacher training Main questions to be asked</b></p>	<p><b>Implications for in-service teacher training Main questions to be asked</b></p>	<p><b>Implications for ongoing teacher support in schools Main questions to be asked</b></p>
<p><b>Issue 5</b></p> <p>Develop a safe environment and a</p>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess trainees' insight into how both boys and girls can be made to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess teachers' understanding of how both boys and girls can be made to feel comfortable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is monitoring done of teachers' understanding of how both boys and girls can be made to feel comfortable and able to express themselves about</li> </ul>

<p>trusting atmosphere.</p> <p><i>Such environment is essential for effective teaching and learning on the sensitive and personal issues that are addressed in the four thematic modules</i></p>	<p>feel comfortable and able to express themselves about sensitive issues during lessons?</p> <ul style="list-style-type: none"> <li>▪ Are trainees encouraged to explore the meaning of a safe environment and trusting atmosphere and how to create that in their own class (addressing gender issues, respect for rights and different socio-cultural background of learners, etc.)?</li> <li>▪ Is the use of resource persons or other teachers encouraged (for instance to talk with boys or girls separately during some sessions)?</li> <li>▪ Does training encourage exploring the use of resource persons or other teachers to contribute during lessons?</li> </ul>	<p>and able to express themselves about sensitive issues during the lessons?</p> <ul style="list-style-type: none"> <li>▪ Does training offer space to review teachers' understanding of the meaning of a safe environment and trusting atmosphere and how to create that in ones own class (addressing gender issues, respect for rights and different socio-cultural background of learners, etc.)?</li> <li>▪ Is the use of resource persons or other teachers encouraged (for instance to talk with boys or girls separately during some sessions)?</li> <li>▪ Does training encourage exploring the use of resource persons or other teachers to contribute during lessons?</li> </ul>	<p>sensitive issues during the lessons?</p> <ul style="list-style-type: none"> <li>▪ Is space offered to review teachers' understanding of the meaning of a safe environment and trusting atmosphere and how to create that in ones own class (respect for rights and understanding of socio-cultural background of learners are essential)?</li> <li>▪ Is the use of resource persons or other teachers encouraged – e.g. to talk with boys or girls separately during some sessions?</li> <li>▪ Is there some kind of process to call upon external resource persons available to teachers?</li> </ul>
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<p><b>Issue 6</b></p> <p>Train teachers to give learners the space and tools to practice a range of skills, applying knowledge etc. to resolve difficult, real life situations and problems. <i>For Learners to become 'HIV competent' learners need space to put their knowledge into practice during the class.</i></p>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess trainees' (or teachers') familiarity with life skills pedagogy?</li> <li>▪ Do teacher trainers effectively model how to use participatory methods by encouraging trainees (or teachers') to be active participants in their own learning process?</li> <li>▪ Does training include training on the use of a variety of participatory life skills based pedagogical approaches?</li> <li>▪ Are the following pedagogical skills assessed during training, in practical situation (role play or real classroom situation):               <ul style="list-style-type: none"> <li>- Interactive teaching &amp; participatory methods</li> <li>- Sensitive subjects (loss, death, SRH)</li> <li>- Capacity of teachers to adjust to emotional and affective needs of learners with respect to their age, sex and psychological development, and cultural and personal background, etc</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ Is there a process in place to monitor and supervise the use of a variety of participatory, life skills pedagogical approaches by teachers in their schools?</li> <li>▪ Is there ongoing support on the use of a variety of participatory, life skills based pedagogical approaches?</li> </ul>
	<p><b>Implications for pre-service teacher training</b> Main questions to be asked</p>	<p><b>Implications for in-service teacher training</b> Main questions to be asked</p>	I
<p><b>Issue 7</b></p> <p>Raise the awareness and capacity of teachers to identify and use practical and relevant opportunities to make connections across the curriculum.  <i>To be become "HIV and AIDS competent" learners need to consolidate knowledge, understandings, values, attitudes and skills, and to apply these in a range of different contexts.</i></p>	<ul style="list-style-type: none"> <li>▪ Are trainees' introduced to the curriculum to make them understand its structure and how and where relevant connections across the curriculum can be made?</li> <li>▪ Are trainees encouraged to explore the linkages between life skills based HIV &amp; AIDS and SRH education with other curricular activities and subjects and how to make use of these connections across the curriculum to strengthen learning on HIV &amp; AIDS and SRH?</li> <li>▪ Do trainees explore how they can create space for the repeated practicing of life skills in different kinds of situations?</li> <li>▪ Are trainees enabled to analyse the linkages between what is taught in school and the socio-cultural background of learners (to make curriculum contents more relevant for learners)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess teachers' understanding of the structure of the (new) curriculum, how and where relevant connections across the curriculum can be made?</li> <li>▪ Do teachers explore how they can create space for the repeated practicing of life skills in different of situations?</li> <li>▪ Are teachers encouraged to explore the linkages between life skills based SRH, HIV and AIDS education with other curricular activities and subjects and how to make use of these connections across the curriculum to strengthen learning HIV &amp; AIDS and SRH?</li> <li>▪ Are teachers enabled to analyse the linkages between what is taught in school and the socio-cultural background of learners?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are teachers supported to further analyse the linkages between what is taught in school and the socio-cultural background of learners?</li> <li>▪ Are teachers supported to continue to explore how they can create space for the repeated practicing of life skills in different kinds of situations?</li> <li>▪ Are teachers encouraged to continue to explore the linkages between life skills based HIV &amp; AIDS and SRH education with other curricular activities and subjects and how to make use of these connections across the curriculum to strengthen learning on HIV &amp; AIDS and SRH?</li> </ul>

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<p><b>Issue 8</b></p> <p>Learning to think critically is essential to effective learning on HIV &amp; AIDS and SRH.</p> <p><i>This in turn requires the teacher 'allows' learners to be critical.</i></p>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess trainers' attitude toward enabling learners to think critically about societal, gender etc. issues?</li> <li>▪ Are teacher trainers aware of their own role model function and are they willing and able?</li> <li>▪ Are trainers encouraged to think about their role and potential as role models to stimulate critical thinking of their trainees?</li> <li>▪ Does training include practical situations for learning how to facilitate development of critical thinking?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess teachers' attitude toward enabling learner to think critically about societal, gender etc.? issues, without taking it personally,</li> <li>▪ Are teacher trainers aware of their own role model function and are they willing and able to stimulate critical thinking of their trainees?</li> <li>▪ Are teachers encouraged to reflect on their role and potential as role models?</li> <li>▪ Does training include learning how to facilitate development of critical thinking?</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is monitoring done to assess teachers' ability to facilitate critical thinking in the classroom?</li> <li>▪ Are supervisors aware of their own role model status and are they willing and able to stimulate critical thinking of teachers?</li> <li>▪ Are teachers encouraged to reflect on their role and potential as role models?</li> <li>▪ Is support provided to teachers to improve their facilitation skills for the development of critical thinking?</li> </ul>
<p><b>Issue 9</b></p> <p>Prepare teachers to understand the mental, physical, social, emotional and spiritual changes that young people experience during pre-puberty and adolescence years.</p> <p><i>Especially during pre-puberty and adolescence, young people change. They develop on a mental, physical, social, emotional and spiritual level.</i></p>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess trainees' understanding of the different changes that take place during (pre) puberty and adolescence?</li> <li>▪ Does the training promote understanding for the changes that children and young people go through and how this can affect the teaching and learning process?</li> <li>▪ Does training build trainees' sensitivity and practical skills needed to help learners in building their own self-esteem, social responsibility, and wellbeing?</li> <li>▪ Is training geared toward enhancing trainees' self-esteem, social responsibility, and wellbeing?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess teachers' understanding of the different changes taking place during (pre) puberty and adolescence?</li> <li>▪ Does the training promote understanding for the changes that children and young people go through &amp; how this can affect the teaching &amp; learning process?</li> <li>▪ Is space provided for sharing of experiences on how teachers deal with the changes they notice in their pupils?</li> <li>▪ Does training build teachers' sensitivity and practical skills needed to help learners in building self-esteem, social responsibility, and wellbeing?</li> <li>▪ Is training geared toward enhancing their own self-esteem, social responsibility and wellbeing?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is teachers' understanding of the different changes that take place during (pre) puberty and adolescence monitored?</li> <li>▪ Is sensitivity to and respect for the changes that children and young people go through promoted during supervision sessions and how this can affect, positively and negatively, the teaching and learning process?</li> <li>▪ Is space provided for sharing of experiences on how teachers approach and deal with the changes they notice in their pupils?</li> <li>▪ Do supervision, sensitivity and practical skills help learners in building their own self-esteem, social responsibility, and wellbeing?</li> </ul>

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<p><b>Issue 10</b></p> <p>Train teachers so that they are able to guide a teaching-learning process around sensitive issues.</p> <p><i>Facilitating learning on HIV &amp; AIDS and SRH requires particular attitudes and skills of the teacher.</i></p>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess trainees' attitude toward teaching children and youth sensitive issues relating to HIV &amp; AIDS and SRH?</li> <li>▪ Are trainees given the opportunity to explore their own perception, values and attitudes regarding sensitive issues?</li> <li>▪ Does training provide occasions to practice the teaching of sensitive issues?</li> <li>▪ Do trainees learn how to assess learning outcomes on sensitive issues? Are they themselves also assessed on this?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is pre-testing done to assess teachers' attitude toward &amp; capacity for teaching children and youth sensitive issues relating to HIV &amp; AIDS and SRH?</li> <li>▪ Are teachers given the opportunity to explore their own perception, values &amp; attitudes regarding sensitive issues?</li> <li>▪ Does training provide occasions to practice the teaching of sensitive issues?</li> <li>▪ Do teachers learn how to assess learning outcomes on sensitive issues? Are they themselves also assessed on this?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is supervision geared toward enhancing teachers' self-esteem, social responsibility, and wellbeing?</li> <li>▪ Are teachers' attitudes toward teaching youth sensitive issues monitored?</li> <li>▪ Does supervision allow for sharing of experiences on the problems encountered during life skills based teaching and assessment?</li> <li>▪ Is support provided to resolve problems teachers encounter in life skills teaching and assessment?</li> </ul>
<p><b>Issue 11</b></p> <p>Prepare the teachers to use assessment as a pedagogical tool, supporting the teaching-learning process through the use of formative assessment.</p>	<ul style="list-style-type: none"> <li>▪ Does training include pre- and post-testing on the various (content) related issues listed in this table (and included in the four modules of the A section worksheet A)?</li> </ul> <p>Assessment tools to measure trainees' knowledge, attitudes &amp; skills should include the use of formative assessment such as:</p> <ul style="list-style-type: none"> <li>- supervisor observation</li> <li>- peer review (observation, portfolio)</li> <li>- portfolios</li> <li>- activity logs</li> <li>- parent and student surveys</li> <li>- teacher surveys/self-reporting</li> <li>- teacher discussions/focus groups</li> </ul> <p>Does training include building skills in designing and applying various relevant assessment methods, to inform both the teacher and learner and enable them to improve the efficacy of their work?</p>	<ul style="list-style-type: none"> <li>▪ Does training include pre- and post-testing on the various (content) related issues listed in this table (and the four modules of tool 5)</li> </ul> <p>Assessment tools to measure teachers' knowledge, attitudes &amp; skills should include the use of formative assessment such as:</p> <ul style="list-style-type: none"> <li>- supervisor observation</li> <li>- peer review (observation, portfolio)</li> <li>- portfolios</li> <li>- activity logs</li> <li>- parent and student surveys</li> <li>- teacher surveys/self-reporting</li> <li>- teacher discussions/focus groups</li> </ul> <ul style="list-style-type: none"> <li>▪ Does training provide the space to share experiences on current practices and provide training in designing and applying various relevant assessment methods, to inform both the teacher and learner and enable them to improve the efficacy of their work?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does supervision provide the space to share experiences on current practices &amp; provide support in designing &amp; applying various relevant assessment methods, to inform both the teacher &amp; learner &amp; enable them to improve the efficacy of their work?</li> </ul>