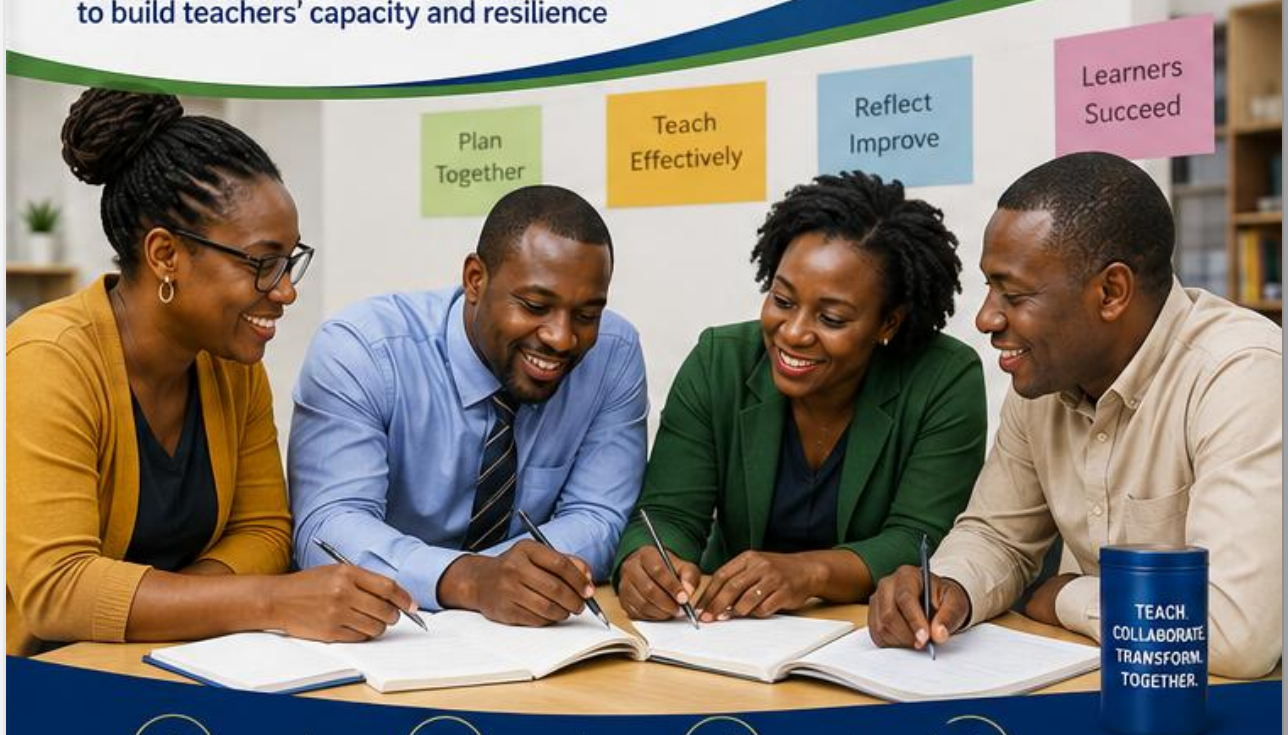


TEACHER LEARNING TEAMS (TLT) TRAINING MANUAL

Expand, Integrate and Strengthen Systems (EISS)
to build teachers' capacity and resilience



COLLABORATE

Share ideas and learn together



REFLECT

Analyze and improve practice



IMPROVE

Enhance teaching and learning



TRANSFORM

Empower learners, build the future



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ABOUT THIS MANUAL

This manual is designed to equip Master Trainers with the knowledge, tools and strategies needed to establish, facilitate and sustain effective Teacher Learning Teams (TLTs) that drive continuous improvement in teaching and learning in Nigerian classrooms.



OUR GOAL

To build teachers' capacity to plan, deliver and evaluate effective lessons through collaborative professional learning structures that improve student engagement, learning achievement and classroom effectiveness.



THE POWER OF COLLABORATION

- Share ideas. Solve problems.
- Improve practice.
- Impact learners.
- Transform schools.
- Build a better future – together.

THE TLT LEARNING CYCLE





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INTRODUCTION

Teacher Learning Teams (TLTs) are school-based professional learning communities designed to improve classroom practice and learner outcomes through structured collaboration, peer support, reflective inquiry, and continuous professional development. Unlike traditional workshop models that rely on one-off external training, TLTs emphasize sustained, practice-focused improvement led by teachers themselves within their local context.

This manual presents an Intensive Training Programme aimed at equipping Master Trainers with the competencies required to establish, facilitate, and sustain effective TLTs at school and cluster levels. The training prioritizes practical application, demonstration, modeling of best practices, and guided practice to ensure that participants not only understand the concepts but can confidently implement them in real classroom settings immediately after the training.

The approach recognizes the realities of Nigerian classrooms – large class sizes, limited instructional materials, diverse learner needs, curriculum demands, and examination pressures – and therefore promotes low-cost, high-impact pedagogical strategies that are feasible in resource-constrained environments.

Overall Goal of the Training

To build teachers' capacity to plan, deliver, and evaluate effective lessons through collaborative professional learning structures that improve student engagement, learning achievement, and classroom effectiveness.

Specific Training Objectives

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

- i. Establish and sustain functional Teacher Learning Teams in their schools or clusters
- ii. Plan lessons with clear alignment between objectives, activities, and assessment
- iii. Apply learner-centered and interactive teaching strategies
- iv. Use effective facilitation and questioning techniques



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- v. Engage in constructive peer observation and feedback
- vi. Develop actionable TLT work plans and monitoring mechanisms

WHAT IS TEACHER LEARNING TEAM (TLT)

A Teacher Learning Team (TLT) is a structured, collaborative group of educators who meet regularly to improve their teaching skills to enhance learning outcomes. TLTs are centered on pedagogy, peer support, knowledge sharing and professional growth.

Core Components of a TLT

A successful TLT typically operates on several key principles:

1. **Collaborative Inquiry:** Teachers work together to identify challenges in their classrooms, such as low engagement in mathematics or literacy gaps.
2. **Peer Observation & Feedback:** Members observe each other's lessons in a non-evaluative way to share best practices and offer constructive suggestions.
3. **Shared Responsibility:** The team takes collective ownership of the academic progress of all learners in their grade level or subject area, rather than working in "silos."
4. **Reflective Practice:** Teachers use data such as learners' assessments or classroom observations to reflect on what is working and what needs to change.

The TLT Process

TLTs usually follow a cyclical process often referred to as a Learning Cycle:

1. **Identify:** The team (Professionals) selects a specific teaching strategy or learning goal to focus on.
2. **Learn Knowledge sharing:** Members research best practices, share resources, or attend mini training together.
3. **Implement Classroom practise:** Teachers apply the new strategy in their respective classrooms.



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4. **Analyze:** The team meets to discuss the results. Did the strategy work? What were the hurdles?
5. **Adjust:** Based on the discussion, the team refines the approach for the next cycle.

Why are TLTs Effective? Banefit of effective TLTs

- **Reduces Isolation:** Teaching can be a lonely profession; TLTs provide an emotional and professional support system.
- **Context-Specific:** Because the learning happens within the school, the solutions are tailored to the specific needs of that school's community and resources.
- **Sustainability:** Continuous peer-led learning is often more effective than one-off external workshops, as it ensures long-term behavioral change in the classroom.

Core Program Philosophy

The manual emphasizes:

- **Collaborative Inquiry:** Identifying shared classroom challenges.
- **Non-Evaluative Feedback:** Peer observations focused on best practices rather than judgment.
- **Shared Responsibility:** Collective ownership of all learner progress.
- **The Learning Cycle:** A process of identifying goals, learning strategies, implementing them, and adjusting based on results.

TLTs succeed when:

- Feedback is safe
- Meetings are consistent
- Improvement is gradual
- Leadership supports the process

Teachers Learning Team is to creating opportunity for educators to meet share knowledge on classroom best practices, It is about continuous professional growth in Nigerian classrooms. Facilitators should use locally relevant subject examples such as:

- **Mathematics:** Fractions, algebra, word problems
- **English Language:** Comprehension, summary, essay writing
- **Basic Science:** States of matter, plant systems
- **Civic Education:** Rights and responsibilities



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- **Social Studies:** Community roles and governance

Expected Outcomes

1. Teachers write measurable objectives
2. Teachers use open-ended questions
3. Teachers identify a list of resources to support the TLT plans
4. Lessons redesigned as interactive
5. A draft observation schedule
6. Produce a 3-month TLT plan

Nigerian classroom reality tips:

Primary Schools

- Use songs and movement
- Use bottle tops, sticks, cartons
- Keep instructions short

Secondary Schools

- Align with Basic Education WAEC/NECO/NABTEB/NBAIS standards
- Practice structured writing
- Encourage peer marking

EFFECTIVE LESSON PLANNING

Focus: Aligning Objectives, Activities & Assessment for Effective Learning

This session concentrates on strengthening teachers' ability to design purposeful lessons where every component contributes directly to learner achievement. Poorly aligned lessons often result in confusion, superficial coverage of content, and weak assessment outcomes. Therefore, the day emphasizes the Alignment Triangle — the relationship among learning objectives, instructional activities, and assessment.



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SMART Objectives: Training teachers to move from vague goals (e.g., "understand fractions") to specific, measurable outcomes (e.g., "represent $\frac{1}{2}$ and $\frac{1}{4}$ using drawings").

Misalignment Identification: Participants use a "Lesson Plan Clinic" to critique weak plans and redesign them for purposefulness.

OBJECTIVES

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

1. Develop clear and measurable learning objectives
2. Align teaching activities with intended learning outcomes
3. Design assessments that validly measure those outcomes
4. Identify and correct weaknesses in lesson plans
5. Produce a fully aligned lesson plan ready for classroom use

Pre-Training Reflection

Purpose: To assess participants' prior knowledge and expectations

Participants complete a brief reflection sheet:

- What challenges do you face when planning lessons?
- How confident are you in writing measurable objectives?
- What do you hope to gain from this training?

Facilitators review responses to tailor emphasis during sessions.

Training Overview

Facilitator explains:

- Purpose of TLTs
- Structure of the training
- Expected participation norms
- Importance of collaboration and openness

SESSION 1: OPENING, EXPECTATIONS, AND GROUP FORMATION

Activity 1: Opening Circle & Norm Setting

Facilitator Opening Script

“Good morning colleagues. Over the training days, we are not here as inspectors. We are here as professionals strengthening our craft together.”

Icebreaker

“If your teaching style was a mode of transportation such as bicycle, car, bus, tricycle (keke), or motorcycle (okada) what would it be and why?”
Allow 2–3 volunteers.

Trust Prompt

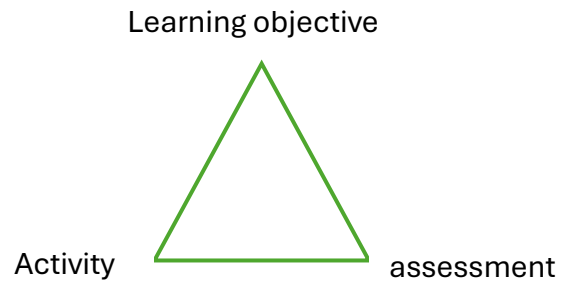
“What is one area in your teaching you quietly wish to improve?”

Establish Group Norms

- Respect for all contributions
- Confidentiality
- Constructive feedback
- Time management
- Active participation

Norms are displayed throughout the training

Activity 2: The Alignment Triangle



Explain:

“If these three are not aligned, learning becomes confusion.”

Ask participants:

- What happens when objectives say one thing but activities do another?

SESSION 2: UNDERSTANDING THE ALIGNMENT TRIANGLE

Concept Introduction: Facilitator presents the Alignment Triangle:

Learning Objectives → Teaching Activities → Assessment



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Key message: If any component is misaligned, effective learning cannot occur.

Demonstration Lesson (Modeling)

Facilitator conducts a short model lesson (10–15 minutes) with participants acting as learners.

Example Topic: Fractions (Primary Mathematics)

After the demonstration, participants analyze:

- What was the objective?
- What activities supported it?
- How was learning assessed?

This “learning by doing” approach helps teachers visualize alignment in practice.

Activity 3

<p>Sample A: The “Weak” Lesson Plan</p> <p>Topic: Parts of a Plant</p> <p>Objective: Learners will enjoy learning about plants and understand their importance.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Teacher draws plant • Learners copy drawing • Learners pick leaves outside <p>Assessment:</p> <ul style="list-style-type: none"> • “What color was the flower?” <p>Facilitator Critique Guide</p> <ul style="list-style-type: none"> • Objective is not measurable • Activities are busy but not purposeful 	<p>Sample B: The “Aligned” Lesson Plan</p> <p>Topic: Functions of Plant Parts</p> <p>Objective:</p> <p>By the end of the lesson, learners will identify four main parts of a plant and explain the function of each.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Mystery box comparison • Group matching of function cards • “Plant Doctor” scenario <p>Assessment:</p> <p>Exit ticket drawing + explanation</p> <p>Facilitator Debrief</p> <p>Guide participants to identify:</p>
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<ul style="list-style-type: none"> • Assessment does not test learning 	<ol style="list-style-type: none"> 1. Objective is measurable (identify, explain) 2. Activity directly practices objective 3. Assessment proves mastery
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Activity 4: Identifying Misalignment

Example (Primary – Basic 4 Mathematics)

<p>Weak Objective: “Pupils will understand fractions.”</p> <p>Activity: Teacher explains fractions for 20 minutes.</p> <p>Assessment: Learners solve word problems involving improper fractions.</p> <p>What Facilitator Should Ask</p> <ul style="list-style-type: none"> • Is “understand” measurable? • Did pupils practice before solving word problems? • Is the assessment testing something not taught? 	<p>Aligned Objective: “By the end of the lesson, pupils will represent $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ using drawings and solve 3 related problems correctly.”</p> <p>Aligned Activity:</p> <ul style="list-style-type: none"> • Pupils fold paper into halves and quarters. • Pupils shade fractions. • Pupils compare shaded parts in pairs. <p>Aligned Assessment:</p> <ul style="list-style-type: none"> • Draw a circle divided into four equal parts. • Shade $\frac{3}{4}$ and explain why. <p>What Good Practice Looks Like</p> <ul style="list-style-type: none"> ✓ Objective uses action verbs (represent, solve) ✓ Activity directly practices objective ✓ Assessment checks same skill
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Activity 5: Writing SMART Objectives

Example (Secondary SSS2 English)

<p>Facilitator explains the SMART framework</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-bound 	<p>Understanding SMART Objectives</p> <p>Facilitator explains the SMART framework:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-bound <p>Examples from different subjects are provided.</p> <p>Verb Selection Exercise</p> <p>Participants replace vague verbs such as:</p> <ul style="list-style-type: none"> • Understand • Know • Learn • Appreciate <p>with measurable verbs:</p> <ul style="list-style-type: none"> • Identify • Explain • Solve 	<p>Weak Objective:</p> <p>“Learners will understand essay writing.”</p> <p>Improved Objective:</p> <p>“Learners will write a 3-paragraph argumentative essay including two supporting points.”</p> <p>Teacher Script Example</p> <p>“Today, you will write a short argumentative essay stating your position clearly and supporting it with at least two strong reasons.”</p> <p>Learner Evidence of Success</p> <ul style="list-style-type: none"> • Clear thesis statement • Logical paragraph structure • Relevant supporting arguments <p>Participants rewrite weak objectives in subject groups.</p> <p>Peer feedback follows.</p>
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	<ul style="list-style-type: none"> • Compare • Demonstrate • Construct 	
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SESSION 3: ALIGNING ACTIVITIES WITH OBJECTIVES

Designing Interactive Activities

Facilitator demonstrates strategies that promote active learning:

- Think–Pair–Share
- Group problem solving
- Role-play
- Demonstrations
- Use of locally available materials

Participants design one activity aligned to their objective.

<p>Activity Title: <i>Community Problem-Solving Through Think–Pair–Share and Role-Play</i></p>	<p>Strategy Combination Used: <i>Think–Pair–Share, Group Problem Solving, Role-Play, Demonstration and Locally Available Materials</i></p> <p>Duration: 25–30 minutes</p> <p>Group Size: Pairs → Small groups (4–6 participants)</p> <p>Materials: (Locally Available)</p> <ul style="list-style-type: none"> • Flip charts or cardboard/paper sheets • Markers or chalk • Everyday classroom objects (e.g., bottle tops, sticks, stones, rulers, notebooks) • Masking tape or pins <p>Activity Steps</p> <p>1. Demonstration by Facilitator (5 minutes) Facilitator presents a short classroom scenario: <i>“Many learners in a class are not participating during lessons. The teacher asks questions, but only a few respond.”</i> Facilitator models how to ask open-ended questions that encourage participation.</p>
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2. Think (Individual Reflection — 3 minutes)

Participants silently reflect on the prompt:

“What strategies can a teacher use to ensure ALL learners participate actively?”

Each participant notes at least two ideas.

3. Pair (Discussion — 5 minutes)

Participants pair up to:

- Share their ideas
- Combine and refine them
- Select the two strongest strategies

4. Share in Small Groups (Group Problem Solving — 7 minutes)

Pairs join another pair to form groups of 4–6.

Each group:

- Discusses all proposed strategies
- Chooses one practical solution
- Prepares a brief classroom scenario showing how to implement it

5. Role-Play Presentation (7 minutes)

Each group performs a short role-play demonstrating their strategy in action.

Other participants observe and note:

- Evidence of active learning
- Use of questioning techniques
- Inclusion of all learners

6. Debrief and Reflection (3 minutes)

Facilitator leads a brief discussion:

- What made the activity engaging?
- Which strategies encouraged participation most effectively?
- How can these be adapted to different classroom contexts?

	<p>Adaptation Notes (for Real Classrooms)</p> <p>This activity can be adjusted for:</p> <ul style="list-style-type: none">• Large classes (use more groups)• Limited time (skip role-play, use verbal reporting)• Different subjects (replace scenario with subject-specific problems)• Low-resource settings (use ground space instead of charts)
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SESSION 4: DEVELOPING A FULLY ALIGNED LESSON PLAN

Guided Lesson Planning Workshop

Participants develop a complete lesson plan incorporating:

- SMART objective
- Aligned activities
- Appropriate assessment
- Materials needed
- Time allocation

Facilitators provide individualized support.

Peer Review and Feedback

Participants exchange lesson plans and review using a checklist:

- ✓ Objective is measurable
- ✓ Activities support the objective
- ✓ Assessment measures learning
- ✓ Lesson is feasible in local context

Feedback follows the constructive model:

- I observed...
- I appreciated...
- I suggest

Individual Reflection

Participants reflect on:

- Key insights gained
- Changes they will make in their teaching



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- Remaining questions

Expected Outputs

Participants will have produced:

- At least one fully aligned lesson plan
- Demonstrated ability to write measurable objectives
- Understanding of alignment principles
- Strategies for interactive teaching

EFFECTIVE FACILITATION, COLLABORATIVE TEACHING, AND TLT IMPLEMENTATION

Focus: Facilitating Engaging Lessons, Supporting Teachers, and Establishing Sustainable TLT Practice

This session builds on the planning competencies developed on previous and shifts emphasis to how learning is facilitated in real classrooms and how teachers collaborate to continuously improve practice through Teacher Learning Teams (TLTs). While strong lesson plans are essential, the effectiveness of teaching ultimately depends on how teachers engage learners, ask questions, manage participation, support diverse needs, and reflect on outcomes.

This day therefore equips participants with practical facilitation skills, inclusive teaching strategies, peer observation techniques, and concrete tools for launching and sustaining TLTs in their schools and clusters. The sessions are highly interactive and include demonstrations, micro-teaching, role-play, and structured feedback to ensure transfer of learning into practice. This aligns with the TLT philosophy of continuous professional growth through collaborative inquiry and peer support.

Learning Outcomes

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

1. Apply effective questioning and facilitation techniques that promote deep learning
2. Manage participation in large and diverse classrooms
3. Use learner-centered instructional strategies
4. implement Formative Assessment and benefit from peer observation and feedback
5. Apply collaborative teaching approaches



6. Facilitate structured TLT meetings
7. Develop an actionable TLT implementation plan for their school or cluster
8. Conduct lesson observation

Reflections

Participants share:

- One key concept learned
- One practice they will adopt immediately
- Any challenges or clarifications needed

Facilitator highlights connections between lesson planning and facilitation.

Energizer Activity

Short interactive activity to activate participation, such as:

“Two Truths and One Teaching Myth”

Participants state two effective teaching practices and one common misconception. Others guess the myth.

Purpose:

- Reinforces professional dialogue
- Stimulates critical thinking
- Builds engagement

<p>Example 1 — Classroom Participation</p>	<ul style="list-style-type: none"> ▪ Giving wait-time after asking a question improves student responses. ✓ ▪ Calling on the same high-performing students saves time and improves lesson pace. ✗ (Myth) ▪ Open-ended questions encourage deeper thinking. ✓
<p>Example 2 — Assessment</p>	<ul style="list-style-type: none"> ▪ Formative Continuous assessment helps track learning progress. ✓ ▪ Formative Assessment track suitability of learning materials and method of teaching ✓

	<ul style="list-style-type: none"> ▪ Tests should only be given at the end of the term. ✗ (Myth) ▪ Feedback is most effective when given promptly. ✓ ▪ Feed back is for both Learners and teacher ✓ ▪ Teachers note is the most essential during lesson ✗
<p>Example 3 — Inclusive Teaching</p>	<ul style="list-style-type: none"> ▪ Using different teaching methods supports diverse learners. ✓ ▪ Learners with difficulties should always be separated from others. ✗ (Myth) ▪ Peer support can improve understanding for struggling learners. ✓
<p>Example: 4— Classroom Management</p>	<ul style="list-style-type: none"> ▪ Clear rules help create a positive learning environment. ✓ ▪ Strict punishment is the best way to maintain discipline. ✗ (Myth) ▪ Positive reinforcement encourages good behaviour. ✓
<p>Example Set 5 — Use of Teaching Materials</p>	<ul style="list-style-type: none"> ▪ Locally available materials can effectively support learning. ✓ ▪ Effective teaching requires expensive technology. ✗ (Myth) ▪ Visual aids improve retention and understanding. ✓

SESSION 5: EFFECTIVE QUESTIONING AND CLASSROOM INTERACTION

Why Questions Matter

Facilitator explains that high-quality questioning:

- Stimulates thinking
- Checks understanding
- Encourages participation
- Develops reasoning skills



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- Moves Learners Beyond Memorization

Participants analyze examples of low- and high-level questions.

<p>Activity 1: The Power of Questions</p> <p>Write:</p> <ol style="list-style-type: none"> 1. “Is Abuja the capital of Nigeria?” 2. “Why was Abuja chosen as Nigeria’s capital?” <p>Discuss the difference between recall and reasoning.</p> <p>Case Study (JSS2 Civic Education)</p> <p>Teacher asks: “Do you understand?”</p> <p>Class: “Yes sir!”</p> <p>WAEC results are poor.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Why did learning not occur? • What better questions could be asked? <p>Improved examples:</p> <ul style="list-style-type: none"> • “Explain one duty of a citizen.” • “Why is paying tax important for development?” 	<p>Activity 2: Wait Time Practice</p> <p>Explain:</p> <p>Most teachers wait 1–5 seconds.</p> <p>Practice:</p> <p>Ask a question.</p> <p>Silently count to five.</p> <p>Discuss how wait time reduces fear in Nigerian classrooms.</p> <p>Question:</p> <p>“What happens to water when heated?”</p> <p>Teacher waits silently for 5 seconds.</p> <p>Learners raise their hands.</p> <p>One learner says:</p> <p>“It evaporates.”</p> <p>Teacher:</p> <p>“What does evaporate mean?”</p> <p>What Facilitators Observe</p> <ul style="list-style-type: none"> ✓ Teacher counts silently ✓ No rushing ✓ More learners volunteer
<p>Activity 3: Mini Teaching Practice</p> <p>Participants teach for 10 minutes.</p> <p>Topic: Community Helpers</p> <p>Mini Lesson Plan:</p>	<p>Activity 4: Managing Large Nigerian Classes</p> <p>Discuss reality:</p> <ul style="list-style-type: none"> • 60+ learners • Limited textbooks



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<ul style="list-style-type: none"> • Ask: “Who helps keep our community safe?” • Think, Pair, Share. • Learners list helpers. <p>Discuss the roles.</p> <p>Observers use checklist:</p> <p>Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners participated voluntarily <input type="checkbox"/> Learners discuss in pairs <p>Facilitation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wait time observed <input type="checkbox"/> Multiple learners contributed <input type="checkbox"/> Open-ended questions used <p>Feedback Model:</p> <ul style="list-style-type: none"> • I noticed... • I appreciated... • I suggest... 	<p>Strategies:</p> <ul style="list-style-type: none"> • Think, Pair, Share • Random name selection • Group leaders • No hands-up questioning <p>Practice in groups.</p>
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Activity 5: Improving Questions

Example (JSS2 Civic Education)

Weak Question:	Improved Questions:	Sample Teacher Script
<p>“Do you understand citizenship?”</p>	<p>“What are two duties of a Nigerian citizen?”</p> <p>“Why is voting important in a democracy?”</p> <p>“What could happen if citizens refuse to pay taxes?”</p>	<p>Teacher:</p> <p>“Why is voting important in Nigeria?”</p> <p>(Wait 5 seconds)</p> <p>Learner:</p> <p>“Because leaders are chosen.”</p> <p>Teacher:</p> <p>“Can someone build on</p>



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		<p>that? Why does that matter?”</p> <p>What Good Facilitation Looks Like</p> <ul style="list-style-type: none"> ✓ Teacher waits before calling a learner ✓ Teacher asks follow-up questions ✓ Multiple learners respond
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SESSION 6: COLLABORATIVE TEACHING

Focus: Co-Teaching & Peer Support

This session introduces co-teaching models to reduce isolation and improve learner support.

Models: Explores Station Teaching, Parallel Teaching, and Team Teaching.

Practical Application: Designing station-based lessons (e.g., English reading stations for vocabulary and comprehension) to reduce chaos and increase engagement.

OBJECTIVES

Participants will:

- Understand co-teaching models
- Design collaborative lessons
- Establish peer observation structures

Co-Teaching Models

Model	Group Structure	Teacher Roles	Primary Purpose	When to Use	Classroom Example
One Teach, One Observe	Whole class	One teacher instructs: the other collects specific data	Data collection & monitoring	behavior observation, instructional evaluation Advantage: Provides	During a Primary 5 Mathematics lesson on fractions, Teacher A explains how to convert



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				<p>targeted learner data</p> <p>Possible Challenge:</p> <p>Can feel imbalanced if observation is not purposeful</p>	<p>improper fractions.</p> <p>Teacher B observes 5 identified pupils and records who can independently solve practice questions.</p>
<p>Station Teaching</p>	<p>Small groups rotate between stations</p>	<p>Each teacher leads a station; may include independent station</p>	<p>Differentiated, multi-part instruction</p> <p>Such as :</p> <p>Direct Instruction</p> <p>Collaborative or peer learning</p> <p>Role Play.</p> <p>Note: each station may apply unique approaches. And teachers can rotate between stations to learn different approaches.</p>	<p>Skill practice, multi-step lessons, review sessions</p> <p>Advantage:</p> <p>High engagement & smaller groups</p> <p>Possible Challenge:</p> <p>Requires strong planning and time management</p>	<p>In an English lesson on reading comprehension</p> <p>Station 1: Teacher A guides vocabulary analysis.</p> <p>Station 2: Teacher B supports reading fluency.</p> <p>Station 3: Learners complete comprehension questions independently.</p>
<p>Parallel Teaching</p>	<p>Class split into two</p>	<p>Both teachers teach the</p>	<p>Increase participation & interaction</p>	<p>Discussions, reteaching</p>	<p>In a JSS2 Civic Education class on democracy,</p>

	equal groups	same content simultaneously		<p>difficult concepts</p> <p>Advantage:</p> <p>More learner voice and support</p> <p>Possible challenge:</p> <p>Noise level & pacing coordination</p>	<p>the class is divided into two groups. Both teachers teach the same lesson but use slightly different discussion questions. Smaller groups allow more learners to speak.</p>
Team Teaching	Whole class	Both teachers share instruction seamlessly	<p>Model collaboration & dynamic instruction.</p> <p>Note: relevant in -class experiences can be shared , and an example of how to teach some difficult topics can be explored.</p>	<p>Debates, demonstrations, model thinking</p> <p>Advantage:</p> <p>Highly engaging & fluid</p> <p>Possible challenge:</p> <p>Requires strong partnership & trust</p>	<p>In a Secondary Biology class on the digestive system, one teacher explains the process while the other draws and labels diagrams on the board. They ask each other questions to model scientific thinking.</p>
Alternative Teaching	One large group + one	One teacher leads main lesson; other provides	Intensive support or enrichment	<p>Remediation, pre-teaching, enrichment</p> <p>Advantage:</p>	<p>During a Primary 4 Literacy lesson, Teacher A continues the</p>



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	small group	targeted support		<p>Immediate targeted intervention</p> <p>Possible challenge:</p> <p>Risk of labeling if same learners are always grouped</p>	<p>main writing activity.</p> <p>Teacher B pulls a small group struggling with sentence structure for 15 minutes of focused support before they rejoin the class.</p>
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<p>Co-Teaching Models</p> <ol style="list-style-type: none"> 1. One Teach, One Observe 2. Station Teaching 3. Parallel Teaching 4. Team Teaching 5. Alternative Teaching <p>Discuss which are realistic in Nigerian schools.</p>	<p>Activity 1: Design Station Lesson</p> <p>Groups create subject-specific station lessons.</p> <p>Presentations and structured feedback.</p> <p>Example: English reading</p> <p>Station 1: Reading aloud practice</p> <p>Station 2: Vocabulary matching</p> <p>Station 3: Comprehension questions</p> <p>Each station = 10 minutes</p> <p>Teachers rotate, or group leaders facilitate.</p> <p>Discuss:</p> <p>How does this reduce chaos and increase engagement?</p> <p>What Good Collaboration Looks Like</p>
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	<ul style="list-style-type: none"> ✓ Teachers share responsibilities ✓ Groups are balanced ✓ Clear rotation timing
<p>Activity 2: Parallel teaching</p> <p>Teacher A: Works with 25 learners solving equations.</p> <p>Teacher B: Works with another 25 learners practicing word problems.</p> <p>Benefit: More individual attention.</p>	<p>Activity 3: Building Peer Support</p> <p>Schools draft:</p> <ul style="list-style-type: none"> • Observation calendar • Mentor pairs • Monthly focus topic <p>Facilitator guides creation of first 3-month TLT plan.</p> <p>Peer Observation Structure</p> <p>Example Schedule:</p> <p>Week 1: Mathematics observed Week 2: English observed Week 3: Science observed</p> <p>Each observation:</p> <ul style="list-style-type: none"> • 20 minutes • 10-minute feedback

SESSION 7: INTERACTIVE LEARNING

Focus: Learner-Centered Teaching

This session focuses on converting lecture-heavy lessons into learner-centered experiences.

Active Strategies: Using Hands on activities, activities based lesson, role-play (improvise learning materials e.g., learners acting as Sun, Leaf, and Water for photosynthesis) and Gallery Walks for peer review.

Exit Tickets: Implementing quick, 1-sentence summaries at the end of class to gauge understanding.

OBJECTIVES

Participants will:



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- Apply interactive strategies
- Convert lecture lessons into active lessons

<p>Activity 1: Reflection</p> <p>“What percentage of your lesson is teacher talking?”</p> <p>Discuss impact on engagement.</p> <p>Case Study (SSS1 Biology – Photosynthesis Pri 5 Basic Science)</p> <p>Traditional: 40-minute lecture lesson</p> <p>Interactive version:</p> <ul style="list-style-type: none"> • Diagram labeling • Think, Pair, Share: <ul style="list-style-type: none"> “What do plants need to survive?” • Improvised Learning materials <ul style="list-style-type: none"> Role play (Sun (in cardboard,) Leaf, Water) <ul style="list-style-type: none"> ○ One learner = Sun ○ One learner = Leaf ○ Another learner = Water <p>Diagram Completion in groups.</p> <p>Learner Evidence of Engagement</p> <ul style="list-style-type: none"> ✓ Learners discuss ✓ Learners explain to peers ✓ Learners correct each other 	<p>Activity 2: Exit ticket example</p> <p>Example (JSS3 English – Summary Writing)</p> <p>Exit Ticket:</p> <p>“Write one sentence summarizing today’s lesson.”</p> <p>Teacher collects and quickly reviews. Participants identify strategies used.</p> <p>Activity 3: Gallery Walk</p> <p>Example (Basic 6 Civic Education)</p> <p>Groups create posters on:</p> <ul style="list-style-type: none"> • Rights • Responsibilities • Consequences of neglect <p>Learners rotate and comment.</p> <p>Activity 4: Lesson Redesign Workshop</p> <p>Teachers bring actual lessons. Convert into interactive format. Peer feedback using structured template.</p>
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SESSION 8: PEER OBSERVATION AND PROFESSIONAL FEEDBACK

Purpose of Peer Observation

Facilitator emphasizes that observation within TLTs is:



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- Non-evaluative
- Supportive
- Focused on improvement
- Confidential

Participants discuss fears and misconceptions.

Observation Tool Introduction

Participants review a sample observation checklist covering:

- Lesson clarity
- Engagement strategies
- Questioning techniques
- Classroom management
- Evidence of learning

Video or Live Demonstration Observation

Participants observe a short demonstration lesson on Nouns (Grade 2)

<https://www.youtube.com/watch?v=zsFZ4S9NhQs>

They record objective evidence rather than judgments.

SESSION 9: FACILITATING EFFECTIVE TLT MEETINGS

Structure of a Typical TLT Meeting

Facilitator presents a recommended structure:

1. Reflection on classroom experiences
2. Review of a lesson or teaching challenge
3. Mini-teaching or demonstration
4. Collaborative problem solving
5. Action planning

Emphasis on keeping meetings focused and time-bound.

Role-Play: Conducting a TLT Session

Participants assume roles:



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- TLT facilitator
- Teachers presenting challenges
- Observers
- Knowledge sharing .

A simulated meeting is conducted.

Observers evaluate:

- ✓ Facilitation skills
- ✓ Participation balance
- ✓ Time management
- ✓ Clarity of outcomes

SESSION 10: DEVELOPING SCHOOL/CLUSTER TLT IMPLEMENTATION PLANS

School or cluster teams develop:

- TLT membership structure (Head Teacher as the Team lead, School Master Trainer Assistant TL)
- Meeting schedule
- Roles and responsibilities
- Focus areas for first three months
- Monitoring mechanisms

Facilitators provide guidance.

Presentation of Plans

Teams present their implementation plans.

Feedback focuses on feasibility and sustainability.

SESSION 11: SUSTAINABILITY AND COMMON CHALLENGES

TRAINING OF TRAINERS & SUSTAINABILITY

This session ensures that the TLT remains active, long-term through leadership and planning.

Meeting Structure: A strict 90-minute maximum covering reflection, lesson review, mini-teaching, and action planning.



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Avoiding Collapse: Identifying and solving common pitfalls like lack of leadership support or teachers feeling judged

OBJECTIVES

Participants will:

- Facilitate monthly TLT meetings
- Use observation tools confidently
- Develop sustainability plan

<p>Activity 1: Modeling Monthly TLT Example Focus Topic: Questioning Skills</p> <p>Structure:</p> <ol style="list-style-type: none"> 1. Reflection: “What method worked well this month?” 2. Lesson Review: Review one teacher’s lesson. 3. Mini Teaching: 10-minute segment. 4. Action Planning: Each teacher commits to one strategy. <p>Participants role-play facilitator and members.</p>	<p>Activity 2: Observation Practice Example Scenario</p> <p>Teacher teaches fractions. Participants observe demo lessons:</p> <ul style="list-style-type: none"> • Recording objective evidence • Giving non-judgmental feedback <p>✓ Wait time used ✓ Learners explain reasoning ✓ Multiple responses</p> <p>Feedback Example: “I noticed you asked learners to explain their thinking, which increased engagement. I suggest allowing 5 more seconds of wait time before calling names.”</p>
<p>Activity 3: Sustainability Planning Case Study: TLT Collapse After 3 Months</p> <p>Reasons:</p> <ul style="list-style-type: none"> • Declining attendance • Lack of leadership support 	<p>Activity 4: Commitment Circle</p> <p>Each participant states: “One facilitation skill I commit to practicing.”</p> <p>Certificates distributed.</p>



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<ul style="list-style-type: none"> • Time constraints • Fear of judgment • Competing school priorities <p>Developing Solutions</p> <ul style="list-style-type: none"> • Leadership engagement • Clear communication of benefits • Recognition of teacher efforts • Integration into school schedules • Documentation of progress <p>Sustainability Planning Example TLT Lead: Mrs. Ahmed Chukwu Bola Meeting: First Wednesday monthly Focus Month 1: Lesson Alignment Month 2: Questioning Month 3: Teaching Strategies</p>	
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DEVELOPING SOCIAL AND EMOTIONAL COMPETENCE

Introduction

This session teaches participants about social and emotional well-being and its impact on morality. It emphasizes that being socially and emotionally healthy helps people make good choices, manage negative emotions, and handle social situations effectively. When conflicts arise due to personality differences and varied interests, social and emotional competence can transform them, leading to positive ethical behavior.

Duration: 40 minutes

Session Outline

ACTIVITY	TIME
Social competence	5 minutes
Social skills	10 minutes



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Emotional Intelligence in leadership and conflict resolution	15 minutes
Assessment and Feedback	10 minutes

Objectives

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

1. describe social competence;
2. identify skills needed for positive social functioning
3. explain emotional intelligence
4. demonstrate the use of emotional intelligence in leadership, followership, conflict resolution and transformation

Materials: Pictures, Images, emotions and feelings photos Video showing people displaying (separating fight) dispute resolution, costumes for role play, markers, flipcharts, posters on social skills, pencil and papers, pictures displaying different emotions, projector, sticky notes.

Activity 1: Social Skills

Mode: Group Work

1. Divide participants into groups of 5 and provide them with pictures or video of two fighting. Each group should use the picture to find and the cause of aggression and solution.
2. Each group defines social skills based on their discussions and presents their views on the importance of social skills for interpersonal relationships.
3. Key points from the group presentations are summarized and clarified.

Activity 2: Empathy Role play

Mode: Role Play

1. Ask participants to role play a scenario where one student is upset about a poor test score, the other student should recognize their sadness and offer words of encouragement.
2. The empathetic students might share similar experiences and provide advice, demonstrating their understanding of others



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feelings.

3. Highlight the key lessons from the activity

Expected Answers

1. Social skills are the skills used for communication and interactions in the environment which can be both verbal and non-verbal, through speech, gestures, body language and personal appearance.
2. Social competence integrates emotional awareness, recognition and management, consideration for others, establishing meaningful relationships, making logical and responsible decisions, and handling challenging situations ethically.
3. Social skills and emotional intelligence make up socio-emotional competence and invariably socio-emotional learning. Socio-emotional learning in basic education schools is critical for fostering effective application of knowledge, attitude and skills for lifelong learning and sustainable national development.

Assessment

1. Describe social competence
2. Identify four social skills needed for positive social functioning
3. Explain emotional intelligence
4. State at least one (1) scenario to depict how you can apply emotional intelligence in a conflict situation in real life

HANDLING STRESS, TOUGH TIMES AND BECOMING RESILIENT

Introduction

This section teaches participants to handle stress, differentiate between positive and negative stress, and avoid immoral conduct during tough times. It covers negative coping behaviors to avoid, positive coping strategies for building resilience and improving quality of life. It acknowledges participants' prior experience in dealing with stress.

Duration:45 minutes



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Session Outline

ACTIVITY	TIME
Concept of stress and tough times	20 minutes
Concept of Resilience	15 minutes
Assessment and feedback	10 minutes

Objectives

By the end of this session, participants should be able to:

1. describe stress and explain what tough times mean
2. state what they will do when they find themselves in stressful and tough times
3. identify at least 3 persons who demonstrated resilience in Nigeria, and state some behaviour traits in them

Materials: Flash cards containing proverbs, foams, rubber band, fresh sticks, pictures/video clips of people who went through tough time successfully.

Activity 1: Concept of stress and tough times

Mode: Group Work

Group participants in 5 groups and share the flash cards to the groups:

Story: A young man was frustrated because he felt his parents were not treating him well. He went to join a bad group of boys, but when he got to meet the leader of the gang for profiling and personal details and record keeping. The leader of the gang during interview discovered he knew the young man's parents. The gang leader then told him that if those of them in the gang had comfortable and loving parents like he had, they would not have joined the bad gang. That was how the young man went home and changed his mind, never to join the gang anymore. He also apologized to his parents, embraced and accepted the parents the way they were.

Flash cards: Respect begets respect, A stitch in time saves nine, if you don't take care of yourself, no one will do so for you, A problem shared with the right person is half solved.

- Ask the participants to discuss the story and the proverbs and bring out the lessons in them.
- Also ask the participant to discuss ways of dealing with stress in order not to adopt morally wrong ways of life.



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Emphasize the concept of stress and tough times: describe a situation where a person has many challenges to attend to at the same time, so much so that the person is depressed.

Expected Answers

1. The story has implications for perception of family cohesion and parenting styles

- some harsh parenting styles can be misunderstood, and push children to bow to peer pressure
- many young people desire to have good parents
- some bad gangs can change for good
- negative behaviour and moral illness are not escape routes from hard situations

2.

- Attitude of gratitude
- Knowing and operating within one's limits
- Planning and following schedules
- Creating time to be all alone
- Seek for help when necessary
- Set reasonable targets
- Tracking one's stressors
- Adopting healthy lifestyles-avoid psychoactive substances, eat healthily, exercise, sleep adequately (check required amount of sleep for your age and stage), check your media (offline and online) use, drink water, travel.

Note- you can ask participant to add perceived areas of healthy lifestyles

Activity 2: Becoming Resilient

Mode: Whole class Demonstration

- Ask participants to share a real-life story regarding a challenging situation in the past, and what the step(s) they took towards getting a solution.
- Ask participants for positive and negative ways of solving problems



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- Ask participants to identify morally upright people in Nigeria that passed through hard times successfully.
- Guide each participant in the reasoning behind choosing to overcome challenges with positive and morally upright behaviours

Assessment

1. How would you uniquely describe stress and tough times?
2. State at least two things you will do when you are in stress and tough times.
3. How do you think you can become resilient in life?

Practical application of Module

The module addresses moral dilemmas, dealing with stress, difficult times and developing resilience. The focus of the module is on moral development. Most sessions are used practically as part of guidance and counseling services in schools. It also involves dealing with stress, coping with difficult times, building resilience and developing social and emotional skills. The idea of emotional health education contained in the session would be used in the health education sessions. Additionally, information or ideas from Section Three: Self and Family and Session Four: Self and Friendship are used in social studies lessons. The basic idea of the module “Good Morals and Happy Relationships” should be highlighted to students at assemblies, career days, etc. Posters showing good moral behavior should be displayed in classrooms and even outside the classroom

SESSION 12: TRAINING EVALUATION AND CLOSING

Post-Training Reflection

Participants reflect on:

- Knowledge gained
- Skills developed
- Confidence in implementing TLTs
- Support needed going forward

Training Evaluation

Participants complete an evaluation form assessing:



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- Relevance of content
- Quality of facilitation
- Practical usefulness
- Areas for improvement

CONCLUSION

This TLT Facilitator Manual presents a comprehensive and contextually responsive framework for strengthening instructional practice within Nigerian schools. By shifting from traditional, inspection-oriented supervision toward collaborative inquiry, reflective dialogue, and structured peer observation, the approach promotes professional trust and shared accountability for learning outcomes. This orientation empowers teachers to function as a professional learning community, collectively analyzing classroom practice and co-constructing solutions to instructional challenges.

A notable strength of the framework is to emphasis on practical, low-cost pedagogical strategies, such as the Alignment Triangle, effective use of Wait Time, and Station Teaching which are feasible in large, resource-constrained classrooms typical of many Nigerian contexts. These strategies support active learning, differentiated instruction, and improved learner engagement without requiring additional infrastructure or expensive materials, thereby enhancing sustainability and scalability across diverse school settings.

The effectiveness of the TLT model, however, depends on key enabling conditions. Constructive, non-threatening feedback mechanisms are essential to maintaining psychological safety and encouraging honest professional reflection. Regular, well-structured meetings ensure continuity of learning and sustained momentum, while visible and consistent support from school leadership reinforces legitimacy and institutional commitment. When these conditions are met, Teacher Learning Teams can serve as a powerful mechanism for continuous professional development, fostering gradual but meaningful improvements in teaching quality and learner achievement.