

Quality Holistic Learning (QHL) Project

Handbook for Holistic Learning Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya Facilitation Guide



Image from Unsplash: Lagos Techie



This work by the [Center for Professional Learning](#) at [Childhood Education International](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license](#).

Table of Contents

Click on any title below to jump directly to that page in this guidebook.

Welcome facilitator!	3
Acknowledgement	3
Introduction to the Quality Holistic Learning Project	5
Pedagogical Models Influencing Resource Design	6
Handbook Structure	7
General Facilitation Guidance	8
Two important starting points for facilitators!	8
Feedback & Evaluation Loops	9
Sustaining Engagement	10
Logistics & Technologies	12
Specific Facilitation Guidance for the Handbook TLC	14
Teacher Learning Circle Welcome Activities	14
Handbook Section 1: Pre-Learning Activities & Introduction	17
Handbook Section 2: SEL Definitions, Frameworks, & Examples	20
Handbook Section 3: Competency Based Curriculum (CBC)	21
Handbook Section 4: Implementation of CBC and SEL for Holistic Learning	22
Handbook Section 5: Assessing & Evaluating SEL, Core Competencies, & Values	23
Closing Activities	24
Conclusion	25
Handbook Appendix: Sample TLC Plan for Zoom-based Plenary Sessions	26

Welcome facilitator!

We hope that this Facilitation Guide for the *Handbook for Holistic Learning: Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya* will be of use to you as you facilitate a Teacher Learning Circle or other professional learning activity with the handbook. Your facilitation serves as not only a guide for learning, but also an important element of support for teachers working in displacement, refugee camp, host country, and other challenging contexts as they develop knowledge, strategies, and skills to implement SEL & CBC in their classrooms throughout Kenya.

In this guide, you'll find prompts to support exploration of the content and application to the local context within Teacher Learning Circles (TLCs). You'll also find tips to support educators as they make space and time for professional learning within their busy and, often, stressful lives. Finally, we offer some advice regarding online, or other technological and technical aspects, of facilitating TLCs in relation to the study of the *Handbook for Holistic Learning*.

We hope that as teachers interact with you and with each other, a strong community of practice will develop, creating a knowledge-sharing and support network that educators can rely on in the months and years ahead.

Sincerely,

The Center for Professional Learning QHL Project Team



Acknowledgement

This manual is intended to support the use of the *Handbook for Holistic Learning* across Kenya, whether in school-based professional development programmes, ministry or university training initiatives, or peer-to-peer Teacher Learning Circles. The Quality Holistic Learning Project Fellows envisioned, first and foremost, that this handbook would be a helpful resource for individual study and for discussion within Teacher Learning Circles. The *Handbook for Holistic Learning* and this facilitation guide are the result of insightful contributions from a committed team of classroom teachers and educators in Kenya, including Senior Project Fellows who themselves facilitated Teacher Learning Circles during pilot test activities in Kakuma & Nairobi.

Thank you to the QHL Project Fellows leadership team!

Mayen Aguer Arok, *QHL Project Fellow*
Learning Facilitator, Jesuit Worldwide Learning (JWL)
Kakuma, Kenya

Vianney Mpitabavuma, *QHL Senior Project Fellow*
Refugee Teacher, Kakuma Refugee Secondary School, Windle International
Turkana West, Kenya

William Kiarie Muchugia, *QHL Senior Project Fellow*
Senior Teacher, Jamhuri Estate Primary School
Nairobi, Kenya

Gladys Aliviza Mwigusi, *QHL Senior Project Fellow*
National Trainer, Center for Mathematics, Science and Technology Education in Africa (CEMASTEA)
Nairobi, Kenya

Eunice Nyakio, *QHL Project Fellow*
Teacher, English and Literature (HoD ICT & Integration), Githunguri High School
Ruiru Kiambu, Kenya

Joy Ngesa Oduor, *QHL Project Fellow*
Teacher, Kiswahili and Christian Religious Education, Sharp Educational Centre
Nairobi, Kenya

Introduction to the Quality Holistic Learning Project

The Quality Holistic Learning Project (QHL), of which this handbook is one element, aims to prepare educators to deliver high-quality lessons which support holistic learning for children and youths of diverse backgrounds (refugee, migrant, citizen) and intersecting vulnerabilities within host country, displacement, and crisis contexts.

We define quality holistic learning as that which attends to:

- academic, cognitive, and identity development,
- social and emotional learning, and
- mental/psychosocial and physical well-being

and which delivers:

- positive schooling experiences,
- feelings of belonging and safety,
- growth and development, and
- equitable outcomes for all learners.

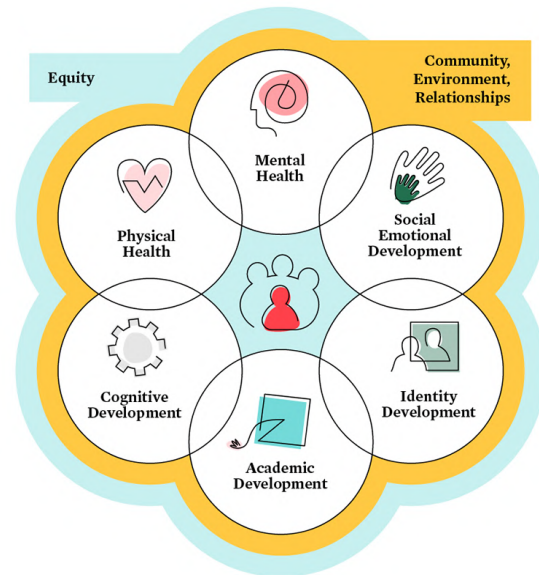


Illustration by Grady Fike, with the Chan Zuckerberg Initiative.

The QHL Project seeks to support the efforts of parents, educators, ministers, community and INGO partners, and other stakeholders in the work of educating all children in their communities, including those who have been displaced, forced to flee their home country, present different abilities than their peers, speak languages other than the dominant or official national language(s), are of every gender, religion, and culture. Quality holistic learning will necessarily look different across contexts and although all QHL resources were created with educators of diverse backgrounds living in Lebanon, Kenya, and Niger, further contextualization may be necessary for use in your school, organization, nation, or region. The resources provided through this project should be adapted to meet local needs and align with regional and national priorities. This facilitation guide will provide some support in these contextualization and adaptation processes. We welcome your feedback and input as we continue to develop this guidance and support. We can also help with contextualization and/or facilitation as needed. Feel free to contact us: dwoolis@ceinternational1892.org or jkasper@ceinternational1892.org.



All QHL Project materials are Open Education Resources (OERs). As such, they are protected by the [attribution, non-commercial, share-alike international license agreement](#). Feel free to use these materials for non-commercial uses as you see fit. Please acknowledge the Center for Professional Learning at Childhood Education International in your work. Thank you for making good use of these resources and for sharing widely in your networks.

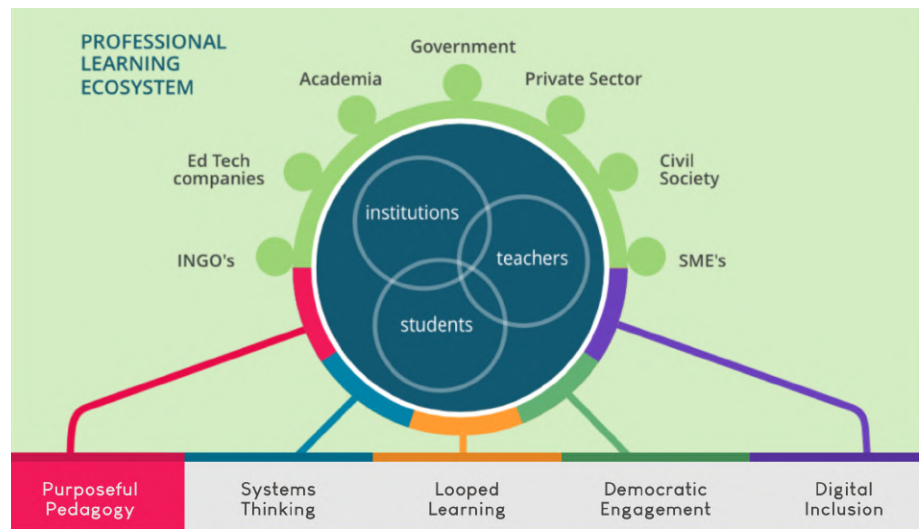
Pedagogical Models Influencing Resource Design

The QHL Project Fellows in Kenya were most interested in designing learning materials that could be used in shared conversation among educators interested in the topic of social and emotional learning. Additionally, the fellows wanted to connect these resources to Kenya's Competency Based Curriculum (CBC). They borrowed from the idea of peer-to-peer learning and knowledge sharing as outlined in theorizations of Communities of Practice ([learn more here](#)) and in models such as Teacher Learning Circles (see, for example, [this INEE resource on peer coaching](#)). Project Fellows wanted to create opportunities for rich discussion and reflection in a community of practice (through facilitated engagement with the handbook) that would lead to new discoveries and deeper understandings of social emotional learning and psychosocial support in the CBC classroom.



Figure adapted from Wenger-Trayner, E., & Wenger-Trayner, B. (2015). *Communities of Practice, a brief introduction*. <https://wenger-trayner.com/introduction-to-communities-of-practice/>

Handbook design processes reflect the Sustainable Learning Framework created by Dr. Diana Woolis at the Center for Professional Learning, drawing in particular from the domains of purposeful pedagogy, looped learning, and democratic engagement. You can learn more about this framework at:



<https://ceinternational1892.org/cpl/sustainable-learning/> .

Handbook Structure

The *Handbook for Holistic Learning: Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya* is divided into five main sections. There is an introductory section to orient users to the topics to be covered in the handbook, including through pre-learning activities. Section two is focused on SEL. The third section spotlights CBC. Section four focuses on implementation of CBC and SEL, offering both teaching tips and sample lesson plans, and the fifth section focuses on assessment and evaluation. The final sections contain appendices, references, and additional resources. Here is a detailed outline of the handbook's content:

- I. Pre-learning Activities & Introduction
 - A. Social and Emotional Learning (SEL)
 - B. Kenya's Competency Based Curriculum
 - C. QHL Project Fellows' Reflections on Teaching Challenges
- II. SEL Definitions, Frameworks, & Examples
 - A. SEL-Integrated Classroom Activities
- III. Kenya's Competency Based Curriculum (CBC)
- IV. Implementation of CBC and SEL for Holistic Learning
 - A. Teaching Strategies
 - B. Professional Documents
 - C. Sample Lesson Plans
- V. Assessing & Evaluating Core Competencies, Values, & SEL
- VI. Appendices
 - A. Appendix A: PCIs Elaborated
 - B. Appendix B: Community Service Learning Examples
 - C. Appendix C: Equity & Inclusion
 - D. Appendix D: Co-curricular CBC and SEL Supports
 - E. Appendix E: Technology Notes
 - F. Appendix F: Glossary
- VII. References and Resources

Note: Facilitated study of the *Holistic Learning Handbook* can be teacher-led within Teacher Learning Circles or communities of practice. It can also be integrated into a university teacher preparation programme or a government designed in-service learning initiative. The facilitation notes that follow should be adapted to your learning programme's design and objectives and to the contextual needs and aspirations of the teachers participating in the community of practice.

General Facilitation Guidance

This section of the facilitation guide is not resource specific, rather it provides general facilitation guidance notes. These guidance notes are written from a holistic learning perspective, attending to both the professional learning of educators and their wellbeing.

Two important starting points for facilitators!

(1) Familiarize yourself with the local context and the community of learners.

- What are their goals, needs, and assets?
- What do they already know about the topic or related to the topic? What would they most like to learn?
- What limitations exist regarding technologies, time, and otherwise?
- What are some of the structural constraints under which the participants are working at the moment? (i.e., COVID, remote learning; salary-freeze; social unrest or conflict; lack of wifi access; etc.)
- What are the larger school/program/national/organizational systems in which they are working and what are the goals and priorities of those systems?
- What are the positionalities of the participants to each other and to the larger context in which they are living and working? (i.e., do participants already know each other; are they citizens, refugees, displaced; do they have the right to work within the national system; do they have access to teacher certification pathways; are they differently abled; what are their cultural and linguistic identities; are they digitally fluent; etc.)

(2) Define your role as facilitator within each unique context. Is your role to:

- Advance national or organizational priorities and goals?
- Empower teacher leadership?
- Support peer-to-peer knowledge and resource sharing?
- Introduce new technologies and tools for learning?
- Help teachers identify patterns in data and make better data-informed decisions?
- Cultivate critical thinking and creativity around instructional design?
- Provoke discussion around issues of in/exclusion and in/equity in education systems and learning programs?
- Evaluate and assess materials?
- Measure and/or report learning outcomes?
- All of the above?
- Something else?

Use this information, from steps 1 and 2, to guide your preparations for facilitation. Revisit your notes related to these questions throughout your facilitation to keep your learners, their context, and your role clear in your mind.

Feedback & Evaluation Loops

Part of your role, as a Teacher Learning Circle (TLC) facilitator is to participate in on-going **cycles of inquiry**. You can learn alongside participants to improve the resource, the TLC or professional learning programme, and outcomes for children in participants' classrooms! Here are some **questions to ask participants regularly**:

- Are you able to access and use the digital PDF or printed PDF of the handbook? If not, what challenges are you facing in terms of access or resource usability?
- In the current or most recent section of the handbook:
 - What surprised you? Why?
 - What did you learn?
 - What will you use in your classroom? How?
 - What questions do you have about the material presented?
 - What would you change, add, or otherwise modify?

Here are some **additional questions you can ask** via WhatsApp and/or in pre/post surveys:

- Do you feel that this resource is helping you learn and grow as a teacher? In what ways?
- How does this learning resource connect to other professional development resources or trainings you have received? Are there points of connection to pedagogical ideas and systems in place within your school/organization/country?
- Are you sharing anything from this handbook with your colleagues? If so, what resources, strategies, or learnings are you sharing?
- As you work through this handbook, what questions or concerns come to mind? How might we modify the resource to address those issues?

Tracking & Sharing Feedback

As a facilitator, you should keep a notebook (paper or digital) to record all feedback, whether positive, negative, or in-between. Sharing this feedback with school/organizational leaders, project leads, and/or the project evaluation team will be very important. **Come up with a system that works well for you.** For example, you might wish to take notes on your phone during meetings/discussions and then forward them to the project leads. Or, you may wish to make notes on paper and then organize and type them up later to share. You could create one document and add journal-style entries each week starting with the date and then adding bulleted notes to share. Do what will be easiest and most effective for you and your leadership team! Keep the goals of the implementation in mind as you gather and share data.

Sustaining Engagement

Schedule for success

- Take **local context** (including school calendars, holidays, etc.) into account when making the syllabus/schedule for the TLC and handbook study.
- **Support your colleagues to set up a manageable calendar** for their work, this TLC and accompanying handbook study, and their home lives. Do this at the beginning, but revisit it after each section of the handbook or at each TLC meeting if necessary. Help participants make adjustments to meet the demands of their schedules and in relation to their learning goals and personal well-being.
- Schedule **regular community meetings** as peer-to-peer and social support. Keep those meetings focused, but include time to relax together and connect.

Maintain structure and, also, be flexible

- While it may seem like a contradiction, as facilitators we must **balance structure and flexibility**. Life happens! Someone may not be able to read an assigned handbook section or complete an accompanying assignment by the deadline listed in the syllabus. Think through how you will handle these inevitable occurrences and develop ideas around contingencies and available flexibilities.
- Prepare for regular cohort meetings, but leave **space in the agenda** for topics of concern and interest to participants. Don't over-plan or over-dictate the flow of those community gatherings.

Invite participants to lead

- As talents and interests surface, **leverage those assets** for the well-being and productivity of the community.
- Invite those who quickly adapt technologies-in-use and are tech savvy to be **peer-to-peer tech support**. Set up systems for colleagues to lead as project tech liaisons.
- Invite participants who are skilled at and interested in facilitating discussions to **co-lead meetings** with you. Have them prepare discussion prompts or activities for meetings related to the handbook materials.

Check in regularly

- **Set up a system for checking in** with each of your participants regularly. This might be via SMS message, a quick phone call, WhatsApp, or email.
- **Keep the calls/texts friendly** and light. Check on well-being, family, and teaching work before talking about the handbook. Do be sure, though, to talk about how study of the handbook is going before saying goodbye so that you can find out what support the individual may need.

Contribute to discussions

- **Be present** in discussion spaces (WhatsApp groups, Padlets, Jamboards). Don't feel a need to reply to every post, but do add important ideas from your experience and expertise. Post replies and likes for participants if you have time.
- **Create space for participant voices** in meetings and allow them to be the dominant voices in those sharing sessions, but **don't silence yourself**. Share your knowledge and guidance, too.
- As noted above, help participants **develop practices to contribute to discussions in ways that are equitable**. Encourage written, as well as oral contributions in meetings. Help participants to be active listeners who invite others into the conversation.

Encourage (and support) reflection

- **Help participants reconnect with their learning goals and purpose** to stay engaged. As life gets busy and stressful, you can help participants reconnect by supporting reflection on why teaching and learning (including their own professional learning) matter.
- Encourage participants to **engage in reflection activities throughout the TLC** and to save their reflections in a journal or e-portfolio. These records of thought and learning can be valuable resources to return to in the future.

Integrate SEL and PSS into facilitated activities

- We strongly encourage you to model SEL and PSS strategies throughout your facilitation. This can be done in a wide variety of ways. There are some activities built into the handbook which you can use in TLC meetings including:
 - **4-Part Breath or Square Breathing**: This is a quick activity that can be used to help participants relax at the start of a meeting or as a break in the middle of a TLC session. It is easy to facilitate by inviting everyone to sit comfortably and follow your calm, guiding directions.
 - **Synthesizing information visually**: Invite drawing and other creative expression for ideas throughout the TLC and in independent work.
- There are many other familiar formative assessment and SEL-related activities you can consider, including some familiar (but often unused in TLCs) activities like:
 - **Self-reflection and journaling**: You can assign asynchronous journaling activities or include quiet moments for reflection during TLC meetings.
 - **Discussion and debate**: Educators enjoy having time to dialogue and learn from and with each other. Create space for lively conversation and sharing!
- Use your creativity and invite participants to share and lead SEL and well-being activities in the TLC. Make this a prominent part of the ways you connect and learn together.

Logistics & Technologies

Enrollment

- Enrollment can happen via word-of-mouth, an online Google Form or SurveyMonkey questionnaire, or whichever method is ideal for your context. Decide upon any requirements or criteria for participation prior to sharing the TLC opportunity.
- If you are helping to organize a cohort, create/share a roster of participants with any co-facilitators or a coordinating project manager at your school, organization, or institution at least two weeks prior to the start of the TLC.
 - Roster should include (1) participants' names, (2) participants' emails, and (3) participants' WhatsApp numbers at a minimum. It may also include (4) participants' work location (country, city, school/org) and/or their work role.

Syllabus

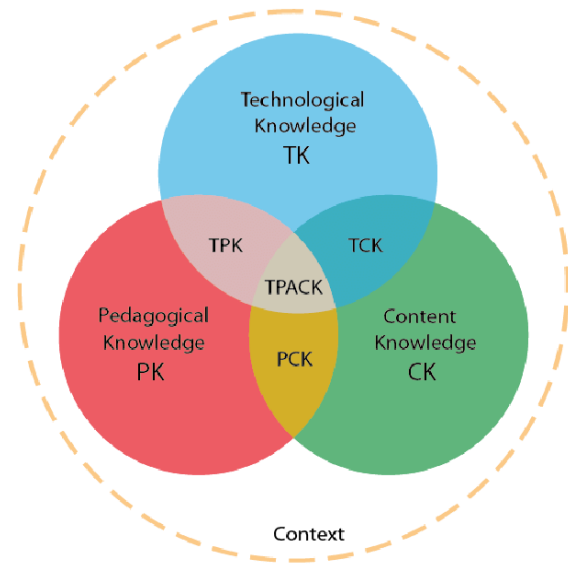
- Each TLC cohort facilitator or facilitation team should develop a syllabus for working through the handbook, including pacing for the sections, deadlines for any activities or assessments, synchronous events (live or face-to-face meetings) and other events.
 - Recommended pacing is one section of the handbook per week. [Here is a sample syllabus](#) from one of the QHL Project pilot TLC activities.
- The syllabus should be made available prior to the first meeting (and ideally at the time of registration or enrollment) to allow participants time to schedule their participation.
- It is recommended that time for team building and onboarding be included in the syllabus (perhaps one week prior to official start) to address the following:
 - How to participate in asynchronous discussions on WhatsApp, Padlet, Jamboard...
 - How to participate in group meetings on Zoom, Microsoft Teams, Google Hangout...

Teacher Learning Circle Participation Certificates

- Given the varying design of TLCs or other implementing communities of practice, facilitators should be the final arbiters of successful participation. Successful participation criteria should be decided upon by the facilitator or the facilitation team prior to creating the syllabus and should be shared via the syllabus and in the orientation meeting with all participants. Participation criteria might include:
 - Completion of pre & post learning surveys (for assessment & feedback purposes)
 - Study of the full handbook, with demonstrated ability to discuss key concepts and ideas for implementation within their own classrooms
 - Participation in asynchronous discussions (on WhatsApp) and in group meetings on Zoom, Teams, or (if conditions allow) in-person

Technology Integration Opportunities

If your TLC has the opportunity to meet in-person, that's wonderful. If, however, TLC members are gathering across Kenya and have varied work schedules, transportation challenges, childcare demands, or other impediments to gathering in-person, working in a virtual community of practice or an online TLC is a great option. For Holistic Learning Handbook pilot test activities, TLCs met virtually and this offered a rich opportunity for [TPACK](#) or the integration of technological, pedagogical, and content knowledge in our professional learning community. We were able to develop digital literacies while learning about SEL and CBC in our TLCs.



In test pilot Teacher Learning Circles, QHL Project Fellows and CPL staff made use of many helpful technologies to gather and share ideas, including:

- Email & [WhatsApp](#) (for updates, discussion, resource sharing)
- [Google Drive](#), [Google Docs](#), and [Google Slides](#) (for co-creation of materials)
- [Zoom](#) (for plenary sessions, breakout room discussions, end of meeting polls)
- [Jamboard](#) (for sharing ideas, reflecting as a community) [[tutorial video here](#)]
- [Padlet](#) (for asynchronous discussions, sharing, etc.) [[tutorial video here](#)]
- [Kahoot!](#) (for game-based learning)
- [Socrative](#) (for formative and summative assessment)
- [SurveyMonkey](#) and [Google Forms](#) (for feedback surveys and evaluation)

Technology Integration Challenges

Despite the joys (and appreciated flexibility) of working virtually, there are definitely challenges which must be taken into consideration. Connectivity is the biggest challenge many educators face; some interested educators were unable to join sessions on Zoom because of limited data, a lack of electricity, unstable wifi connection, or lack of a working mobile device or computer. Additionally, there exist gaps in digital fluency among educators with some teachers unable to easily join virtual sessions or work in different platforms. There may be a need for digital training and onboarding, as well as device/data/wifi support for your TLC members. As you plan for your TLC, you will want to account for these challenges. You may also be interested in reading this report [about Digitalization in Teaching and Education in Kenya](#) to learn more about TPACK and digitalization within the Kenyan context.

Specific Facilitation Guidance for the Handbook TLC

Below are suggestions to support your learning facilitation efforts in each phase of the TLC from welcoming/onboarding, to study and discussion of each section of the handbook, to final reflections and evaluation of learning. You know your context and your participants best, so adapt, change, or dismiss any suggestions to fit your learning community. The key is to make the Teacher Learning Circle supportive, professionally and pedagogically meaningful, and of positive impact for all of the children/youths learning in the TLC participants' classrooms.

Note that there are holistic learning activities at the end of each of the five sections of the handbook. Use these to ensure TLC members are taking care of their holistic learning needs and wellbeing. Also, there is an appendix at the end of this handbook featuring an outline of TLC activities from a QHL Project Pilot Activity which offers a concise overview of how you might structure or plan your TLC.

Teacher Learning Circle Welcome Activities

Initial Outreach

- Reach out to participants individually via WhatsApp, email, or a phone call prior to the start of the facilitation to:
 - Introduce yourself
 - Make sure they can access the handbook (and any other key resources)
 - Clarify communication channels (i.e., how you will send notifications and host discussions: email, WhatsApp, other)
 - Learn a little about participants' goals, working conditions, and any concerns about participation they have
 - Trouble-shoot challenges, answer questions, allay concerns

Host an Orientation to the Handbook, TLC, & Technologies-in-Use

- If conditions allow, hold a face-to-face meeting to introduce the handbook and the platform(s) you are using for facilitation. If face-to-face is not possible, hold a video conference call and walk participants through the handbook structure and platform features. You can also create a brief orientation video using [Loom](#) or [Screencastify](#) that can be shared via email or WhatsApp with participants.
- Review the TLC syllabus (see more below on syllabi in the "General Guidance" section) with participants, highlighting the schedule, any assignment/exam deadlines, and criteria for successful participation in the Teacher Learning Circle to earn a certificate of participation.

Capture Initial Thoughts

- Encourage participants to **share their reasons for joining** the group with you and with each other via WhatsApp, email, a [Padlet](#), [Google's Jamboard](#), SMS, or preferred method.
- Ask participants to look over the four professional learning goals in the introductory section of the handbook and identify 1-2 objectives that are most important to them in their context. Have them **share their learning goals and reflect upon those priorities** in discussion or in writing with you and/or the cohort (via WhatsApp, Padlet, Jamboard).
- Ask participants to **list expected challenges** or barriers and brainstorm **resources, supports, or strategies to overcome** those obstacles should they arise. Encourage participants to keep this document on file as a reference throughout the group meetings. (You can do this as a group activity; in this way they can share ideas with each other. Or, it can be an individual journaling activity if that is best for your group/context.)

Team Building

- Create an activity for participants to **get to know** you and each other (if this is a new group) or to reconnect (if the members have worked together in the past). Here are a few possible activities:
 - Host a **1-minute talent show**. Have each participant (and you too) share a joke, song, drawing, poem, dance or other talent (1 minute each) on a video call or have them make a short video on their mobile and share it via WhatsApp or on a Padlet. This can be done in-person, of course, if you are able to meet face to face.
 - Share a **special object or memory**. Have each participant (including you) bring a significant object or a special memory to an initial group meeting. Have them share what it is and why it is important to them.
 - You might ask participants to write their own **biographical introduction** and share it along with a photo or avatar of themselves via your preferred communication channel (WhatsApp group, Padlet...).
 - Work with the cohort of participants to find **7 things they have in common**. Discuss ideas via WhatsApp or in a live/conference call and try to identify at least 7 shared experiences, beliefs, wishes, likes, dislikes, or other commonalities.
- **Establish a communication strategy** for the learning community.
 - Ask each participant to share their **preferred mode of communication** (WhatsApp, email, etc.). Record these on your participant roster.
 - **Gather permissions** to share this information with others in the cohort, if appropriate to share in your context.
 - Create an **outreach list** and share it with the group. Only share the contact information list if all participants agree to that (or remove members who wish to keep their contact details private).
 - If appropriate and/or desired, set up (or ask a participant to set up) a **WhatsApp group** and/or other channels for regular communication.

- **Establish norms and/or expectations** for the learning community.
 - **Brainstorm** professional learning community norms and expectations with learners via Padlet, WhatsApp, or any other communication tools in use. Ask them what they consider to be essential behaviors for members of this community of practice. (For example: Be present and contribute to group discussions. Respect differences of opinion. Acknowledge experience and expertise. Listen openly. Respond to messages, etc.)
 - Work as a group to codify these norms into a “**community contract**” or “**TLC norms**” and share this contract with all members of the group.
 - **Refer back to the contract** when conflict occurs, when participation wanes, or when other challenges present themselves to the group.

- **If the cohort is quite large, consider breaking it up into smaller sub-teams.**
 - A cohort of 20 teachers, for example, can be broken into 4 teams of 5 people each or 2 teams of 10 people. Think about discussions and how many people you want interacting in each discussion thread or breakout room. Consider also that if you make the groups too small, conversation may not be as vibrant; but if they are too large, some people may get overwhelmed, not have an opportunity to speak, or feel lost in the group.
 - You can set up sub-team groupings on WhatsApp and/or on Zoom (via Breakout Rooms) so that discussions are easy for group members. If you are working as a facilitation team, you can decide who is responsible to monitor which group, thus dividing up your workload as facilitators.

Schedule Synchronous Meetings (Ongoing Support)

- In addition to a “launch” meeting, work with participants to **schedule regular meetings** online and/or at a learning center.
 - Meet at the start/end of each section of the handbook with participants on Zoom, Google Hangout, MS Teams, or WhatsApp and/or at a learning center to provide continuous support.
- Talk about handbook content and daily teaching realities **in real time** (live) as a connected community of practice.
- Encourage participants to **set up “study” groups** (these could be their small groups you already set up within the larger cohort or they could be self-selecting) to work on readings, assignments, and assessments. They can meet virtually (online) or in person, depending on public health and safety considerations, as well as transportation and scheduling needs.
- Make sure everyone can **download the handbook PDF** and save it for use offline, should they have limited wifi/data to access the online handbook.

Handbook Section 1: Pre-Learning Activities & Introduction

Read through the professional learning goals of the handbook. Via WhatsApp or in a group meeting online (or in-person), ask teachers:

- a. Which learning goal is most important or highest priority for them? Why?
 - b. Have they already been working toward some of the learning goals listed in the professional learning goals section? How and with whom?
-

The first two of these activities are to be done independently. However, they can be adjusted to fit the group setting, whether synchronous or asynchronous. You may choose to share the questions listed with teachers and ask for volunteers to share responses. Engaging in a conversation digitally, in a platform such as WhatsApp, can allow teachers to read and respond to the conversation in their own time. Teachers can also share answers in person if the facilitation group has the opportunity to meet in person, either online or offline. Below are the pre-learning activities featured in the handbook.

Journaling (Discussion) Prompts

1. *How do you define social and emotional learning (SEL)? Please write a definition **in your own words**. Don't worry about a "correct" answer here. Just share what you think SEL is based on your prior exposure to this concept or based on the component parts (the words) social, emotional, and learning.*
2. *What do you know about Kenya's Competency Based Curriculum (CBC)? Provide a brief description of CBC here, based on any prior training you have had.*
3. *What would you like to learn about SEL and CBC implementation in your classroom?*

Pretest

The second part of the Pre-Learning Activities section is a short, seven question pre-test about Social and Emotional Learning. Instructions and an answer key are included in the handbook. If you would like to make this a group, interactive activity, you may wish to facilitate this pre-learning quiz using Kahoot! in an online setting or using true/false colored cards if in-person. As you discuss the quiz, ask teachers which answers, if any, were surprising to them. Did they learn something new when completing the pretest? If yes, what did they learn? Did any of the questions and answers result in more questions?

Bridge Construction

The third part of the pre-learning section is a bridge construction activity. This activity is designed for a face-to-face, offline gathering. If you are acting as the facilitator for this activity, your responsibilities are outlined in the handbook.

If you are not able to gather with your full cohort of participants together, you might encourage them to engage in the activity with colleagues at their school or even with their students and, then, share their experiences with the Teacher Learning Circle online. You could also do a different type of online team-building activity with participants.

Pre-learning Activities Summary

At the end of the section, participants should reflect on what they learned through these opening activities. Guiding reflection/discussion questions are located on page 10 of the handbook. They may be answered independently in a journal. Alternatively, you may invite teachers to share reflections in a discussion circle. You could post some of these questions, for example, in a WhatsApp discussion thread and ask participants to share their reflections with the other members of the Teacher Learning Circle.

- What did you learn from each activity?
- What stood out to you most, why?
- If you are working through the handbook with a colleague, share your definitions of SEL. Are your definitions similar? Do they differ?
- Share your response to question 2 in section 1 (Journaling) with a classmate or a colleague. Is there anything that one knows that the other does not? Are there any differences in your understanding? If so, what are they?
- If you are familiar with both CBC and SEL, what connection(s) do you see between the two?
- If you are working through the handbook with a colleague, discuss ways in which you already implement SEL into your work. Do you use some of the same strategies? If you have differing approaches, what might you learn from one another?
- Why do you believe it is important to share work amongst colleagues? Is this a common practice in your institution?
- Might your students benefit from completing the bridge-building activity? How could you adapt the activity to your classroom or school? What limitations exist?
- Based on your exploration in these pre-learning activities, what are you thinking about as you begin your handbook study and what do you hope to learn from this handbook?

Acronyms & Key Terms

The following are some activities that can help TLC participants think about and practice using the acronyms, key terms, and other vocabulary (see page 3 and Appendix F) in the handbook. These language-building exercises can be done in-person or asynchronously.

- **Matching activity:** Match the definition to the acronym, word, or phrase. If you are meeting online, you might find [this "Puzzle"site](#) or [this "Interacty" site](#) for creating a matching activity helpful.
- **Examples activity:** Name the acronym or term and ask teachers to provide examples, either from the provided definitions or from their own teaching experience. When possible, use the examples shared to encourage further discussion.

Extended discussion: Ask teachers which skills and/or supports students have (using acronyms and key terms from the course) as well as those that they are lacking or might need more work with. Engage participants in an applied discussion, using key terminology.

Introduction to SEL and CBC

The handbook has a brief, but dense introduction to SEL, CBC, and PCIs on pages 13-15. There is a synthesizing activity asking participants to draw (or outline) the connections between SEL and CBC (on page 19). This activity offers an opportunity for TLC members to creatively share their thoughts on how they are imagining SEL and CBC to fit together. The illustrations and outlines created can be shared as a springboard for rich discussion.

Teaching Challenges Discussion

The introduction section of the handbook also has some examples of teaching challenges, as shared by QHL Project Fellows during the development of the handbook (pages 16-17). It is important that these challenges be discussed in the TLC. Even more critical is creating safe space for TLC members to share their own teaching challenges and frustrations. This sharing may happen face-to-face, in breakout groups on a conference call, on WhatsApp, or in whatever format your participants feel most comfortable.

Note that participants must have a sense of community and trust in order for honest, open sharing to occur. Sharing challenges is sharing vulnerabilities. If the teachers in your TLC do not know each other well, you may wish to add a week to your TLC plan for extensive team building prior to getting into these areas of conversation. Additionally, you might find it helpful to establish community norms prior to beginning the TLC so that all members can feel heard, respected and safe in sharing their experiences and perspectives in the group.

Handbook Section 2: SEL Definitions, Frameworks, & Examples

Why SEL?

Using a Jamboard if online or poster paper and markers if in-person, ask participants to share their thoughts about why social and emotional learning is important.

Discuss the quotes on page 20 from educators in Kenya about why they think SEL is important. What questions do participants have about these ideas or other thoughts shared in this section of the handbook? If there is a trained psychologist or other expert available, invite them to speak about the brain and trauma, as one example of why providing psychosocial support and offering opportunities for social and emotional learning are important classroom practices.

Share and discuss two short videos:

1. <https://www.youtube.com/watch?v=fPxS6ffDUbo>
2. <https://www.facebook.com/SalzburgGlobal/videos/grace-maina-on-using-sel-after-post-election-violence-education-for-tomorrows-wo/309182353120159/>

The CASEL Framework

As a supplement to the CASEL framework on page 21 of the handbook, share the additional content, including videos, on the [CASEL framework website](#). The website also provides a clickable CASEL terminology wheel. TLC participants can click on the wheel to learn more about each competency or setting.

You can also introduce and explore other SEL Frameworks. [This comprehensive PSS-SEL Toolbox](#) is an online resource hub designed for "stakeholders working on psychosocial support (PSS) and social emotional learning (SEL) in global settings, with a focus on education in emergencies (EiE) and humanitarian response to protracted crises"; it brings together multiple frameworks and resources for adaptation and use in local settings. You'll notice Kenya's TVET Values and Lifeskills Framework is featured, among many other global frameworks, in the "[Look Inside Frameworks](#)" section of the site.

SEL Integration

After teachers have read through this section of the handbook (pages 23-26), encourage them to choose one of the approaches for SEL integration and/or direct SEL instruction and share how they can adapt it to an existing lesson or one that they plan to teach soon.

Lesson or Activity Sharing

A nice activity to accompany this section of the handbook could be to ask participants to share a lesson plan or classroom activity that includes SEL with the Teacher Learning Circle. In this way, all teachers could increase their bank of lesson plans and classroom activities.

If the group is interested in more rigorous discussion, they could offer feedback and constructive critique on lesson plans to improve SEL integrations or to strengthen holistic learning practices in the classroom. You might consider gathering all shared lesson plans, activity descriptions, and resources in a shared file such as a shared Google folder or MS Teams shared folder. If you are in close proximity and able to meet in-person, you might make copies of all materials and add them to a resource binder which all can reference.

Handbook Section 3: Competency Based Curriculum (CBC)

Depending on the amount of training and support teachers in your TLC have had in relation to the CBC, you may wish to treat this section as a review and focus on linkages between CBC and SEL, especially as related to core values and core competencies. If members of your TLC are not yet very familiar or comfortable with CBC, you may wish to plan a few weeks worth of activities to work slowly through this section. You may also wish to invite a specialist or trainer from CEMESTEA, KCID, or a local university to introduce and support learning around the CBC.

Sharing challenges in the transition from Kenya's previous curriculum to the CBC could be of value for TLC members. This might be done via Padlet, Jamboard, in live discussion, or through WhatsApp. We recommend sharing both challenges with CBC implementation AND successes, opportunities and possibilities within the CBC. What is the hope and promise of CBC? It may be important to help the TLC not only discuss and address challenges but also imagine and lean into the positive aspects of the CBC, especially if they are struggling with implementation due to insufficient training in the CBC, large class sizes, or other challenges related to working with vulnerable and diverse learners.

Lesson or Activity Sharing

As noted for the previous section, an excellent TLC activity for this section of the handbook would be to ask participants to share a CBC lesson plan. They could be asked to highlight core values, core competencies, and SEL competencies in their lesson plan. They might share and refine lesson plans with a partner or in small groups. All CBC lesson plans with SEL integrations could be collected and shared with the TLC as a compendium resource.

Handbook Section 4: Implementation of CBC and SEL for Holistic Learning

Teaching Strategies

This section starts with discussion of two dynamic teaching strategies that are CBC aligned and which promote SEL: Problematic Situations Teaching Strategy and Community Service Learning. You may wish to begin with a discussion of participants' experiences using these approaches. You could also brainstorm with the group a list of strategies, approaches, and tips for CBC implementation with SEL integration.

Professional Documents & Sample Lesson Plans

In this section, there is also an overview of professional documents as required by Kenya's Professional Teaching Standards and a collection of sample lesson plans which bridge the experiences and approaches of the old curriculum and the CBC. A critical study and discussion of these lesson plans would be a rich learning opportunity. What do participants notice as differences between lesson plans? How do some align with the CBC criteria? How might some be brought into alignment with the CBC? How is SEL integrated into the lessons and to what effect? How might participants change or improve these sample lessons?

A lesson plan template is provided on page 63. Participants could be asked to create a lesson plan using this template and then share those with each other for review and refinement. These could be gathered (as noted above for sections 2 and 3) and shared with members of the TLC as a resource bank.

Metaphorical Thinking

The handbook includes a holistic learning activity at the end of this section (on page 64) which can provide a fun way to connect as a TLC, synthesize ideas, and share perspectives.

Appendices

We recommend review and discussion of the appendices during this segment of the TLC. There are many rich resources for study, discussion, and reflection in these appendices, including in relation to equity and inclusion, technology, and co-curricular activities. You could use the jigsaw approach (see page 26 of the handbook for a description of jigsaw cooperative learning), dividing the appendices among TLC members for study and reporting back to the group.

Handbook Section 5: Assessing & Evaluating SEL, Core Competencies, & Values

There are a number of resources and evaluation tools in this section of the handbook. You might begin by asking participants for examples of formative and summative assessments in use in their classrooms. You could ask participants which assessment or evaluation strategies they currently use from the list on page 66 of the handbook, for example, and you may ask them to sort those strategies as formative and/or summative in their application (some can serve as both formative and summative). If TLC participants do not use any of the strategies listed in the handbook, ask them to share what they do use for assessment of student learning and wellbeing and/or ask them to consider which assessment strategies they might like to use and how they might adapt them to work best in their context.

You might also wish to lead a brief discussion on differentiation of assessment, an important aspect of ensuring access, inclusion, and equity for diverse learners. On page 46 of the handbook there is a brief discussion of differentiation with a graphic illustrating some of the ways teachers might differentiate instruction *and* assessment. You might wish to look at an assessment tool together (such as an exam or presentation task) and discuss how it could be modified or adapted for learners with different abilities, interests, and needs. TLC members could be invited to bring a sample assessment activity from their own practice that they would like to evaluate or get feedback on; these could be shared and improved by the TLC colleagues.

Another TLC activity might be co-creation of checklists of behavioral indicators for observation-style assessment of a student's social and emotional learning and wellbeing. Working individually or in groups, you might ask participants to use the core values to create a checklist of behavioral indicators for use in their school. Here is one example:

Responsibility

Attends classes on time and regularly.	Obeys school classroom and rules
Does not blame others	Seeks out solutions to problems
Respects own and other people's property	Completes all homework assignments thoroughly and on time
Engages in assigned tasks in school and extracurricular activities	Keeps promises and honours commitment

Closing Activities

As a way of closing the Teacher Learning Circle for this pilot activity, ask participants to reflect on their study of the handbook and their experiences within the TLC. Some discussion prompts might include:

- What did you learn from the handbook that was new or interesting to you?
- What changes will you make in your classroom as a result of studying this handbook and participating in dialog with colleagues in our Teacher Learning Circle?
- What questions do you still have about SEL?
- What questions do you have about teaching and learning in refugee, displacement, and vulnerable community and school contexts?
- What additional learning experiences would help you, as an educator, create more inclusive and equitable holistic learning opportunities for your students?
- What recommendations do you have to improve TLCs? How can we better structure TLC and handbook study learning opportunities for future teachers?
- What are 1-2 things you hope to share with your colleagues and/or school leaders based on your professional learning experiences with this handbook and the TLC?
- What are your next steps or goals as a holistic learner and a holistic teacher? Summarize your plans to continue learning, growing, and improving your teaching so as to create more inclusive, equitable, holistic learning spaces for children. The activity on page 74 of the handbook may support this reflection and writing.

You may wish to do a closing team activity as well such as:

- Complete the post-assessments on pages 71 and 72 of the handbook.
 - Invite participants to submit work aligned with the SEL micro-credential, a competency-based assessment of their knowledge and skills. (See page 72 and [visit this website](#) for additional details on micro-credentials.)
- Ask participants to share a summary of their learning in 10 words or less on WhatsApp.
- Solicit definitions of SEL that reflect the Kenyan context and local realities. Encourage participants to be creative and holistic in their thinking.
- Invite participants to draw a picture of holistic learning and or SEL, from their perspective, and share a photograph of their drawing on WhatsApp.
- Create team (or individual) next steps lists for:
 - Continued professional development (future TLCs and trainings)
 - Advocacy for holistic learning (in local school, community, region, nation, world)
 - Community engagement and support for vulnerable learners and their families (building networks of support with counselors, psychiatrists, social workers, community-based organizations, NGOs, faith-based groups, and others)
 - Staying in touch and keeping this TLC strong as a supportive network in the months and years ahead.

Conclusion

Thank you for making use of these materials that were created with teachers for teachers to support quality holistic learning in displacement contexts! Feel free to adapt and add to the workshops to respond to the needs of the teachers and the children in your own local setting. If you have any inquiries, please reach out to our team at clipmail@ceinternational1892.org.



This work by the [Center for Professional Learning](#) at [Childhood Education International](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license](#).

Handbook Appendix: Sample TLC Plan for Zoom-based Plenary Sessions

5-week Handbook (Draft V3) Study & TLC Virtual Formation (online, 90 minute sessions)

<p>Session Date:</p> <p>Session Title: Welcome!</p> <p>Handbook Pages: 1-13 (V3 draft doc)</p>		<p>Objectives:</p> <p><i>Content - (1) Understand the purpose and design of this learning opportunity. (2) Activate prior knowledge of CBC, SEL, and PSS. (3) Set learning goals.</i></p> <p><i>SEL / MHPSS - (1) Build community. (2) Communicate effectively in large & small group settings (online).</i></p>		
Time	Activity	Steps	Materials/ Notes	Person(s) Responsible
20 minutes	Greetings	<ol style="list-style-type: none"> Brief words of welcome from Schools Director and Organizational/NGO partner team Welcome & Fellows/Facilitators introduce themselves Ask participants to introduce themselves in Zoom chat with their name and an adjective that starts with the same first letter as their name and a food or sport they like/dislike that starts with that letter (i.e. Jolly James likes jollof rice, Victorious Viola likes vanilla ice cream...) Overview of meeting objectives 	<p>PowerPoint (PPT)</p> <p>Zoom, chat enabled</p>	
10 minutes	Review of TLC & Handbook structures, including syllabus	<p>With Powerpoint slides or presentation - to clarify key points in 3-4 slides, including “norms” for community</p> <p>QUICK MENTAL BREAK - Stand up, rub hands to warm them for 20 seconds, sit down, share reflections on how you feel</p>	PPT	

30 minutes	Pre-Learning Activities (from handbook)	<ol style="list-style-type: none"> 1. Journaling <ol style="list-style-type: none"> a. Individual writing time; 5 minute share in trios (breakout rooms) b. Share responses to #3 in chat 2. Pre-Test <ol style="list-style-type: none"> a. Via Kahoot! b. With discussion 3. Set individual professional learning goals 	notebooks/ pens (or audio on phone) Kahoot! quiz	
15 minutes	WhatsApp/Zoom Group Team Building Activity	<ol style="list-style-type: none"> 1. Identify 5 similarities - 5 differences as persons (in small groups) & a team name 2. Share team names with plenary 	Breakout Rooms or on WhatsApp	
15 minutes	Closing	<ol style="list-style-type: none"> 1. Questions you have (in chat) 2. One word summary - how you are feeling as we close this meeting 		

<p>Session Date:</p> <p>Session Title: How SEL & CBC Contribute to Holistic Learning</p> <p>Handbook Pages: 14-20 (V3 draft doc)</p>	<p>Objectives:</p> <p><i>Content - (1) Build vocabulary/terminology for study of the handbook and discussion holistic learning. (2) discuss the reasons for integrating SEL in the classroom to support all learners, including the most vulnerable.</i></p> <p><i>SEL / MHPSS - (1) Build community connections across the cultures. (2) Engage different aspects of your identity: linguistically, artistically, play-based, and through dialog.</i></p>
------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Time	Activity	Steps	Materials/ Notes	Person(s) Responsible
15 minutes	Greeting & team-building SEL/PSS activity	<p>Session introduction & overview</p> <p>Say hello and share one word that lifts hearts (in any language). Greet in a unique way - not in your "normal" home community way.</p> <p>Share team greetings with whole group.</p>	<p>PPT</p> <p>In breakout rooms (small groups)</p>	
10 minutes	Reading Review	Concentration Game: Tell your team one SEL learning term you can remember. Tell one CBC term. One PCI term. One teaching challenge...from the introduction of the handbook. Activate memories & create energy for the meeting.	Large group activity	
35 minutes	Sharing experiences teaching vulnerable learners	<ol style="list-style-type: none"> 1. Discussion in breakout rooms 2. Share back in Plenary 	20 minutes in small groups; 15 minutes in plenary	
1-2 min.	MENTAL BREAK	Square Breathing	NO TIME TO COMPLETE THESE PLANNED ITEMS	
15 minutes	Why SEL?	<ol style="list-style-type: none"> 1. Discussion in breakout rooms 2. Share back in Plenary 	10 min. small; 5 min plenary	
15 minutes	Synthesizing (drawing) activity- p. 20 in handbook	<ol style="list-style-type: none"> 1. 5 minutes to draw 2. 5 minutes to share 3. Meeting closing - say goodbye in another language (in chat or aloud) 4. Zoom poll 	<p>Paper/pens</p> <p>Zoom poll</p>	

<p>Session Date:</p> <p>Session Title: SEL & MHPSS</p> <p>Handbook Pages: 21-27 (V3 draft doc)</p>		<p>Objectives:</p> <p><i>Content - Deepen understandings of the value and role of SEL in meeting the needs of all learners in our classrooms/schools.</i></p> <p><i>SEL / MHPSS - Practice listening with empathy. Share divergent opinions/ideas and consider multiple perspectives.</i></p>		
Time	Activity	Steps	Materials/Notes	Person(s) Responsible
15 minutes	Getting started	<p>Welcome</p> <p>Recap from last meeting - Anything that stays in your mind from the last meeting/discussion: add one idea in the chat box. Anything you learned from each other / what hit you most.</p> <p>4-part (square) breathing - centering, creating space for paying attention, being empathetic</p>	PPT	
30 minutes	<p>BRAINSTORM</p> <p>Why SEL? Why is SEL needed? How does it support learners? How does it enrich our pedagogy?</p>	<p>Connecting to challenges described last week, post your ideas about how/why SEL is important in the classroom.</p> <p>Everyone posts their ideas on the Jamboard (7 minutes). Then we discuss: Opening reflections from facilitator(s); open to the floor: 30 second statements from 5-7 people.</p>	Jamboard	
30 minutes	Video prompted	3. Show & ask educators to note key ideas they hear:	YouTube	

	discussions	https://www.youtube.com/watch?v=fPxS6ffDUbo and https://www.facebook.com/SalzburgGlobal/videos/grace-mai-na-on-using-sel-after-post-election-violence-education-for-tom-orrows-wo/309182353120159/ (5m) 4. Breakout room discussions (15 m) 5. Share out in Plenary (10m) - only 3 groups, 3 minutes each (groups 7, 6, 5 today) - invite groups 1-4 to post any additional ideas in the chat	(sound enabled share on Zoom) Breakout rooms (in core teams)	
15 minutes	Cultivating empathy (when tired, stressed, if students are being rude...)	Closing activity - proverbs and sayings of inspiration (Jamboard and/or mic) Poll or closing questionnaire	Jamboard (to collect proverbs) Zoom polls	

Session Date: Session Title: CBC & Holistic Learning Handbook Pages: 28-57 (V3 draft doc)		Objectives: <i>Content - Demonstrate how CBC is part of holistic learning and linked to SEL. Develop lesson plan ideas that incorporate SEL and support holistic learning.</i> <i>SEL / MHPSS - Cultivate patience and joy in our work.</i>		
Time	Activity	Steps	Materials/	Person(s)

			Notes	Responsible
15 minutes	Welcome	<p>Greeting, Agenda, Objectives</p> <p>Warm-up: Say (aloud or in chat) the word joy (or synonyms) in different languages that you know.</p> <p>In the Zoom chat or via your mic, share JOY! [Share a word for joy in a language you know / Share a synonym for joy in a language you know / OR Share a phrase of proverb about joy.]</p>	PPT	
10 minutes	CBC/Holistic Learning Connection Brainstorm	<p>How are CBC and holistic learning connected?</p> <ul style="list-style-type: none"> - 5 minutes to write - 5 minute debrief 	Jamboard	
50 minutes	<p>CBC & lesson planning stories</p> <p>Gathering individual stories & lesson plans</p>	<p>Sharing experiences (3 members) - 15 m</p> <ul style="list-style-type: none"> • William • Desai Memorial teachers (2) <p>Breakout rooms to discuss lesson planning with core values, competencies, and holistic learning in mind - 15 m BO, 10 m plenary discussion (groups 1, 2 & 3)</p> <p>Invitation to share a lesson plan or lesson story for possible addition to the handbook via the WhatsApp group (or email) this week - 5 min.</p>	<p>Whole group</p> <p>Breakout room</p>	
15 minutes	Closing	<p>CBC Rose, Bud, Thorn (three pages) - 10 minutes</p> <p>Reminder for next week & Closing Poll (on Zoom) - 5 minutes</p>	<p>Jamboard</p> <p>Zoom poll</p>	

<p>Session Date:</p> <p>Session Title: Assessment of SEL & CBC; TLC Closing & Evaluation</p> <p>Handbook pages: 58-end (V3 draft doc)</p>		<p>Objectives:</p> <p><i>Content - Share ideas for assessment of learning through multiple modalities.</i></p> <p><i>SEL / MHPSS - Support, develop and maintain professional growth.</i></p>		
Time	Activity	Steps	Materials/Notes	Person(s) Responsible
15 minutes	Welcome	<p>Greetings, agenda, objectives</p> <p>Compliments & Kudos: post or speak (via mic) compliments and kudos for your colleagues in this TLC</p>	PPT	
15 minutes	Assessment Visualization	<p>Drawings/icons/words of up to 8 ways you assess learning in your classroom (drawing) - 8 minutes</p> <p>Share with a trio in breakout rooms</p>	<p>Paper/pens</p> <p>Small breakout room groups</p>	
20 minutes	Handbook Review Game	Using Socrative or Kahoot or ???	Socrative/Kahoot	
40 minutes	Closing Circle	<p>One word summary or short phrase of learning in the TLC - What is a brief statement you would share with someone who was not in the TLC? How would you describe this to someone who was not here?</p> <p>TLC close.</p>		