



Connect&Learn




VVOB PRESENTS: **BLEND ON!**

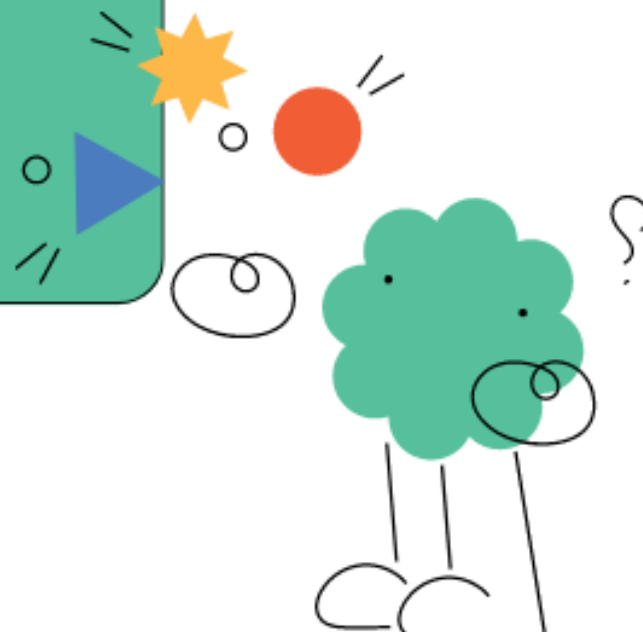
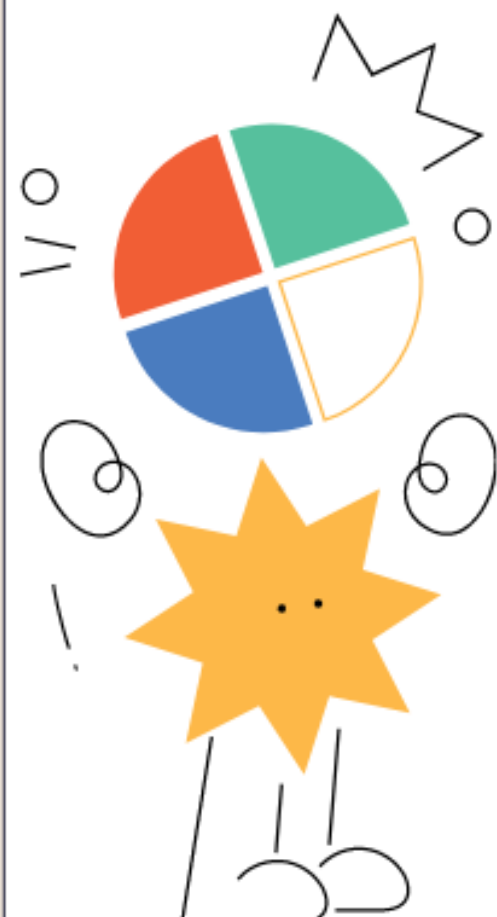
 20 April, 2023

 11:00-12:15 GMT+2

 Via Zoom

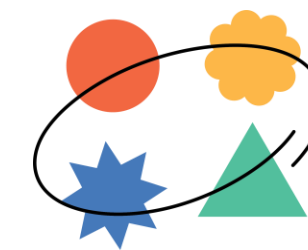
 VVOB Head Office
Julien Dillensplein 1, 2A, 1060 Brussels

WE WILL START SOON!





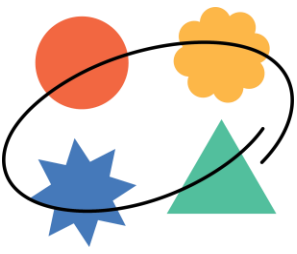
A guide on how to blend
in-person & remote
learning for professional
development of educators



Let's warm up first!



Go to www.menti.com and use the code 8876 9034

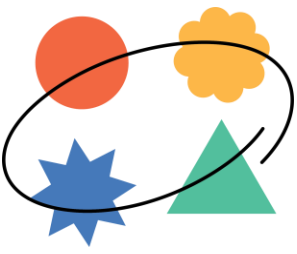


With equity in mind, it is more important to analyze who your par
blended CPD trajectory, than in an in-person trajectory.

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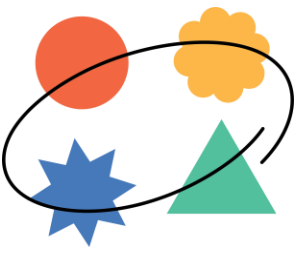
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Designing a blended CPD trajectory starts from assessing the available technologies that can support the delivery.

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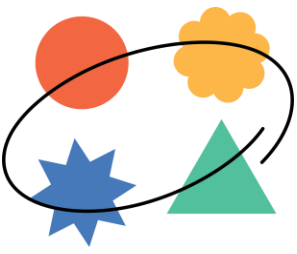


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It is generally harder to keep participants motivated and engaged in an online CPD trajectory than in an in-person trajectory.

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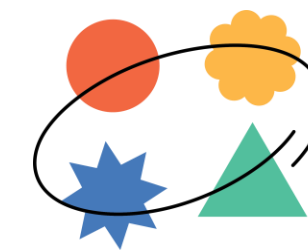


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A blended CPD should be evaluated on the same success criteria as an in-person CPD trajectory.

 Mentimeter





Go to www.menti.com and use the code ✨



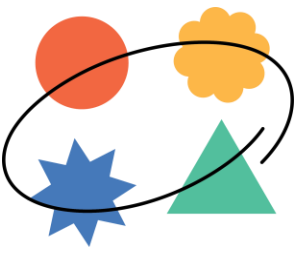
TABLE OF CONTENTS

01 BLEND RATIONALE

02 CONTENT

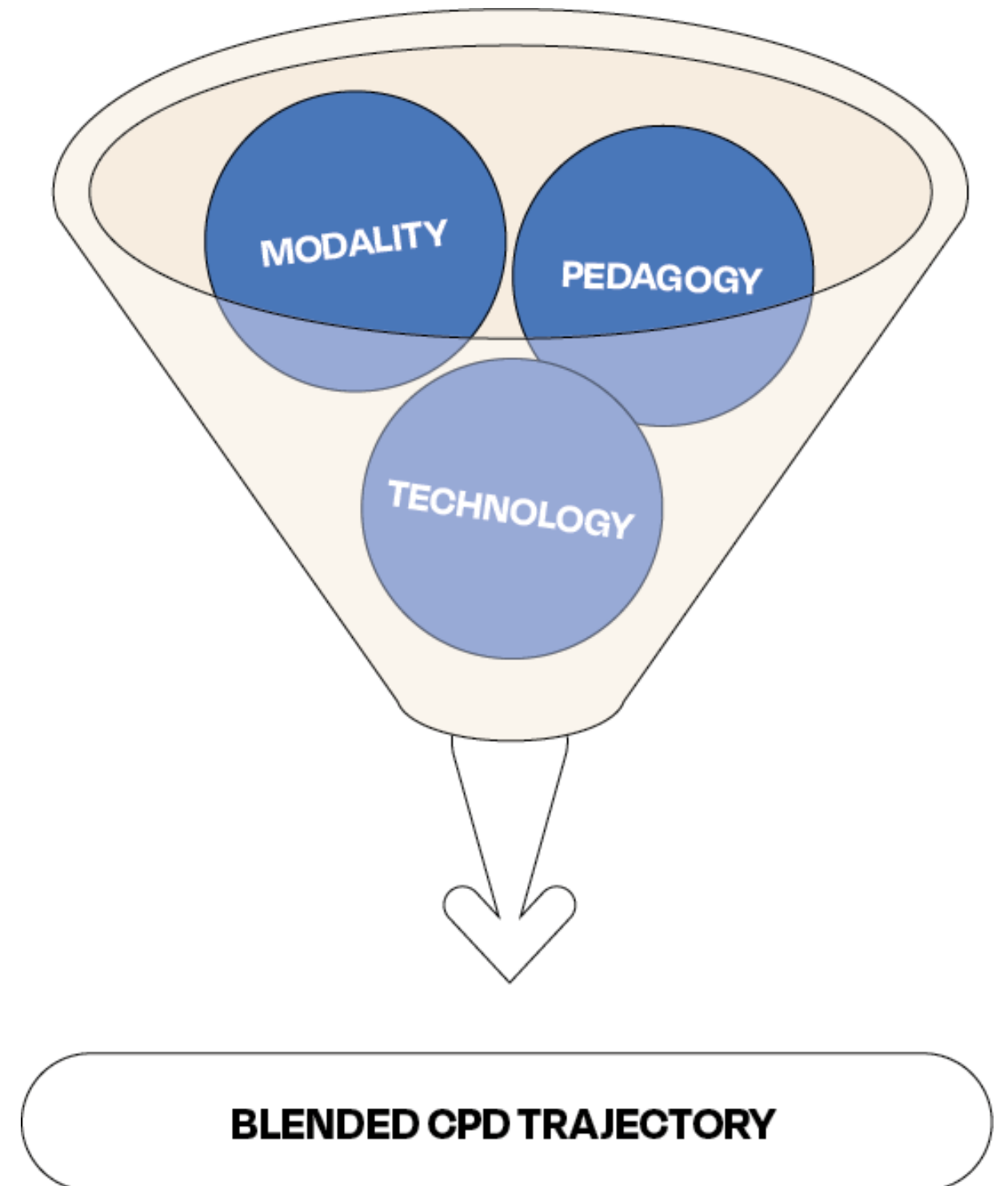
03 CASE STUDIES

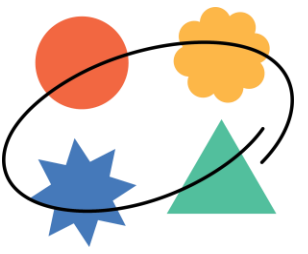
04 Q&A



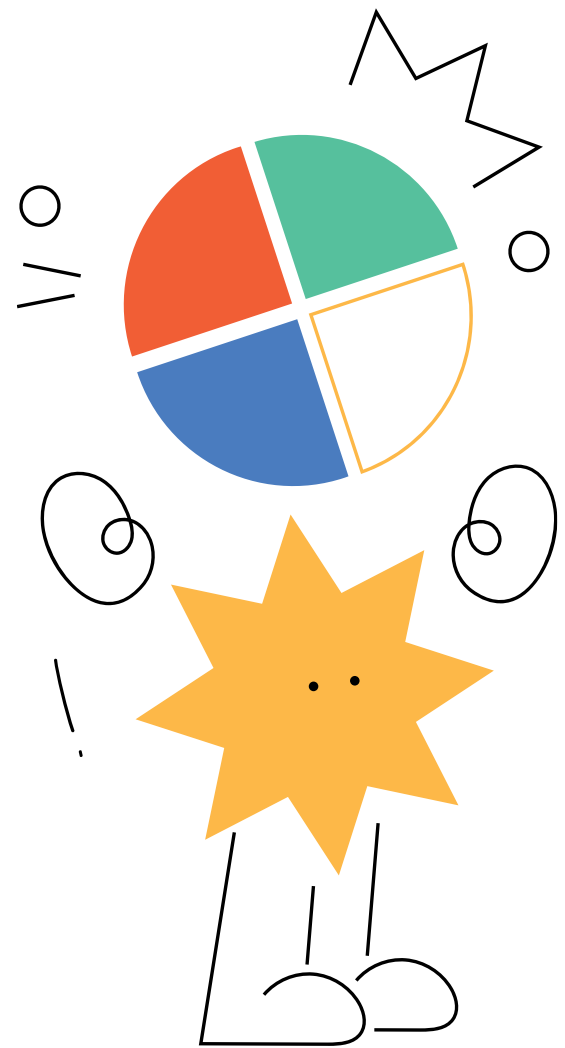
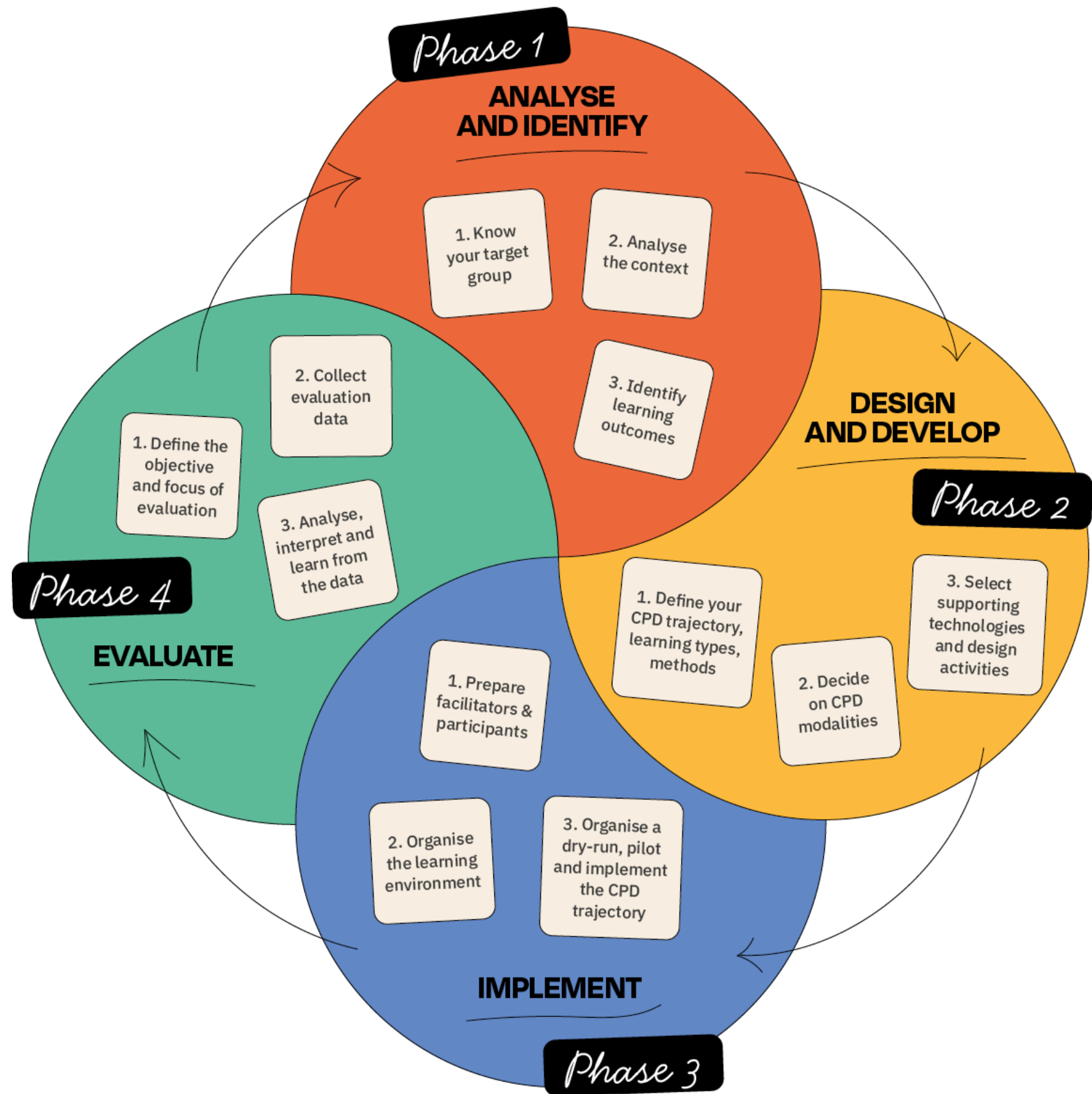
BLEND RATIONALE

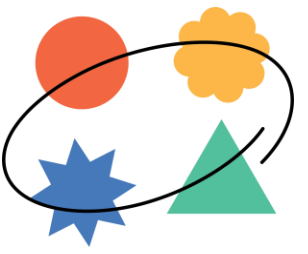
- **Accelerated shift** to online and blended Continuous Professional Development (Covid-19 pandemic crisis)
- Blended as a combination of **in-person** and **remote** (not *online*) CPD
- Overcoming **barriers** and grasping **opportunities** in specific contexts
- **Global exchange** and **learning** through a Community of Practice





- Guide
- Addie model
- 12 steps





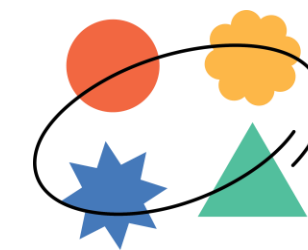
CROSS-CUTTING THEMES

Gender, diversity and inclusion

Motivation and engagement

Effectiveness

Scalability and sustainability



- ▶ Tools
- ▶ Checklists
- ▶ Reflection questions

REFLECTION — □ ×

What information do you really need about the participants of your CPD? How will this information influence the further design and implementation of the CPD?

WHO ARE THEY?

What are their genders, nationalities, first language?

When can they engage in CPD?

What is their socio-economic status?

How long have they been in their profession?

What are their learning needs?

What beliefs about teaching and learning do they have?

WHAT IS THEIR DIGITAL LITERACY LEVEL?

What are their digital literacy skills?

Do they use technology for teaching or in their workplace? If yes, 'how'?

Did they participate in blended CPD before?

What support do they need to achieve the learning outcomes?

WHAT ARE THEIR CPD EXPERIENCES?

What was dis/satisfactory in previous CPD?

Do they have experience with self-directed, group-led, and online CPD?

What are their key expectations for CPD?

What support do they expect during the CPD?

WHAT TECHNOLOGY DO THEY HAVE ACCESS TO?

What devices do they prefer?

Do they own or share devices, and when do they have access?

What barriers do they face to access technology?

What software are they familiar with?

Do they have access to stable electricity?

Do they have stable and fast internet connectivity?

WHAT MOTIVATES THEM?

Do they engage more in remote or in-person activities?

Do they like to collaborate?

What do they prefer: self-study or facilitator led CPD?

What are their key motivational drivers?

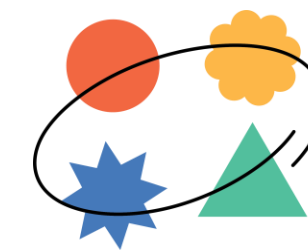
WHAT ARE THEIR PROFESSIONAL NEEDS?

What is their prior knowledge?

What are their strengths in terms of skills?

What kind of knowledge/skills/attitudes do they need (most) to excel in their (future) role?

What are they interested in learning more about on the topic of the CPD?



CASE STUDIES

IN PRACTICE

HOW **RIGHT TO PLAY** COLLECTED DATA ABOUT THE TARGET GROUP FOR THE **READING THROUGH PLAY CPD**

IN PRACTICE

BLENDED DAYCARE TRAINING:
how **BRAC IED** adapted the CPD system to the learner

IN PRACTICE

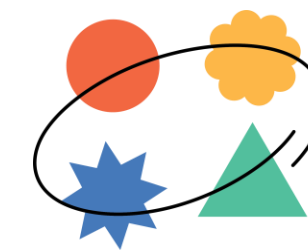
HOW RIGHT TO PLAY EVALUATES THE OUTCOMES OF **THE PARTNERS IN PLAY (P3)** PROJECT

IN PRACTICE

HOW **VVOB IN SOUTH AFRICA** KEPT PARTICIPANTS IN THE BLENDED CPD TRAJECTORY MOTIVATED AND ENGAGED

IN PRACTICE

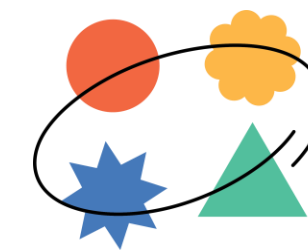
HOW THE **UNIVERSITY OF RWANDA** AND **VVOB** CHOSE THEIR BLEND OF **IN-PERSON AND REMOTE CPD**



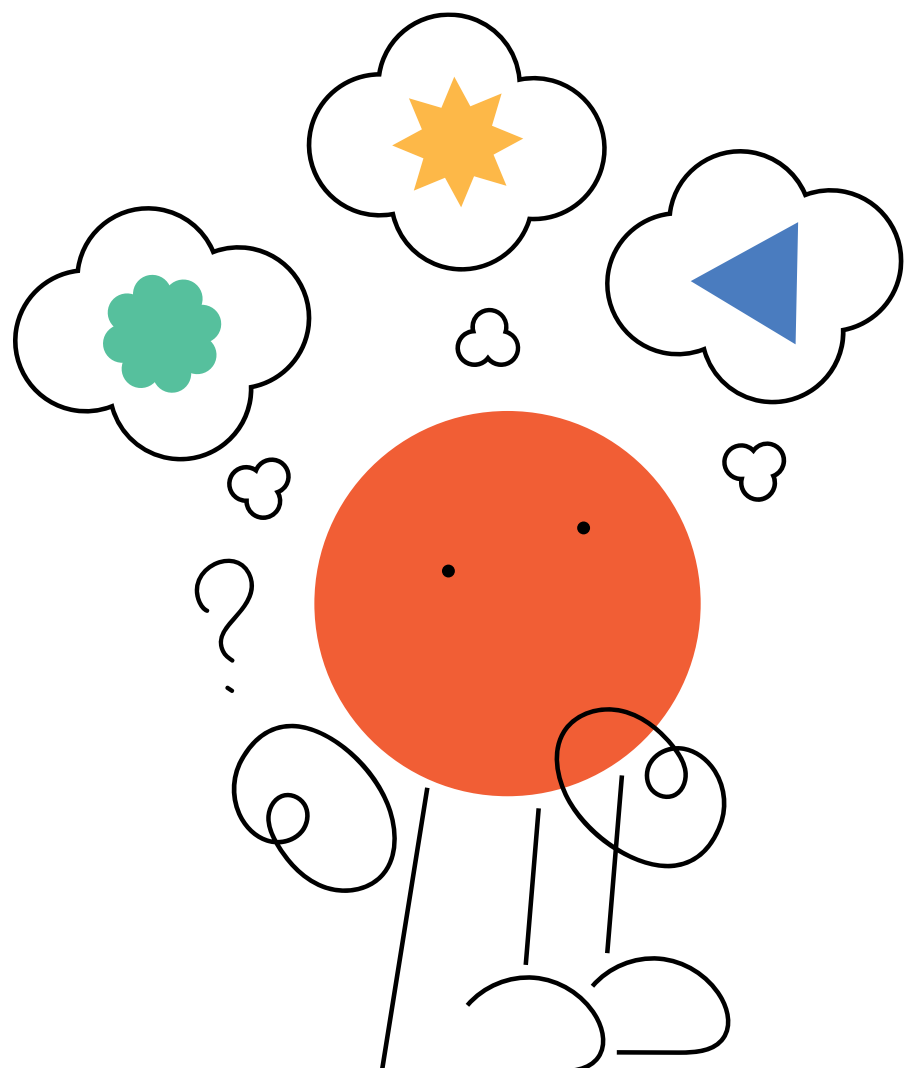
ooo - □ ×
A guide on how to blend
in-person & remote
learning for professional
development of educators

- ★ Website: blend-on.org
- ★ Print version
- ★ CIES / DETA
- ★ Intro

Blend ON!: <https://www.youtube.com/watch?v=HMoNubPsMUk&t=3s>

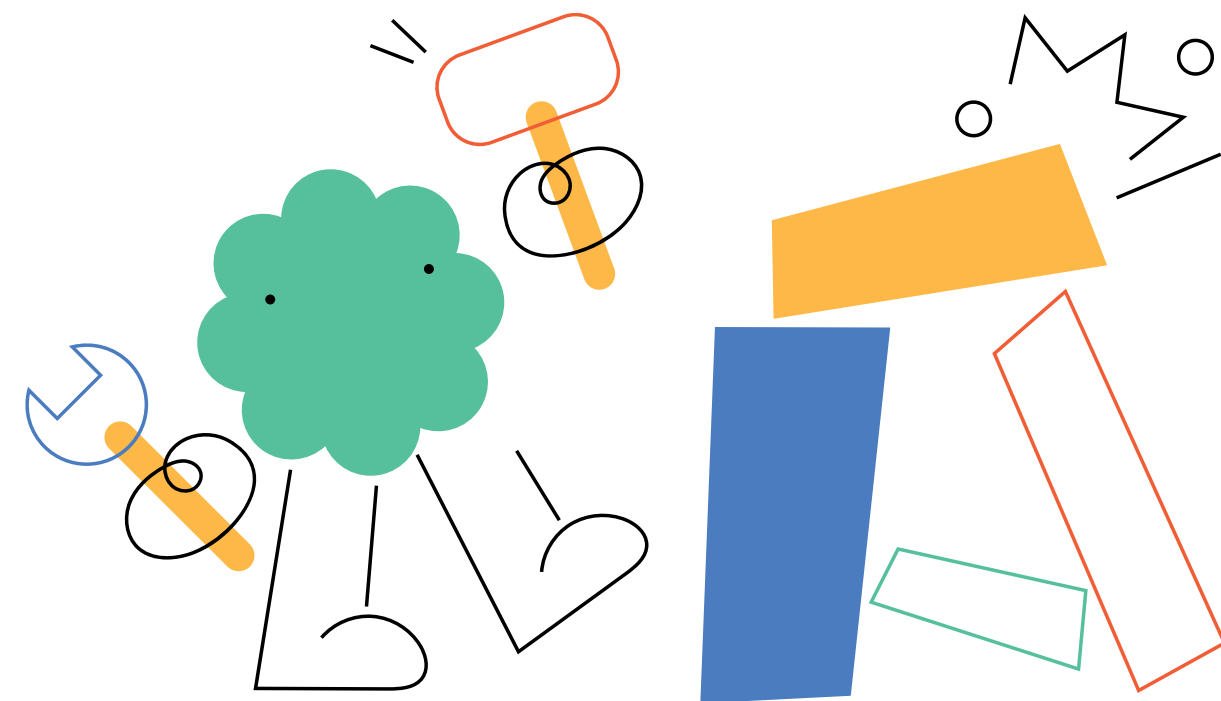


Q&A

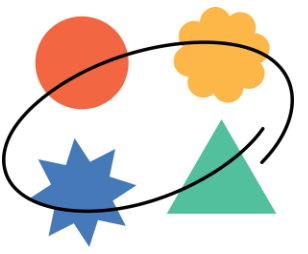


HOW VVOB IN SOUTH AFRICA KEPT PARTICIPANTS IN THE BLENDED CPD TRAJECTORY MOTIVATED AND ENGAGED

A Case Study for BLEND ON!
Presented by Henre Benson and Zanele Sibisi
from VVOB in South Africa



LEARNING MATHEMATICS THROUGH PLAY – A BLENDED CPD TRAJECTORY FOR FOUNDATION TEACHERS

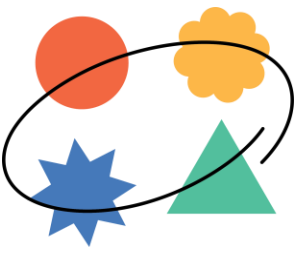


Teaching and Learning Foundational Mathematics Through Play for Grade R-3 Educators is a pilot project that targets 1000 Foundation Phase educators from 250 schools across 4 districts in

KwaZulu-Natal (South Africa)



LEARNING MATHEMATICS THROUGH PLAY – A BLENDED CPD TRAJECTORY FOR FOUNDATION TEACHERS



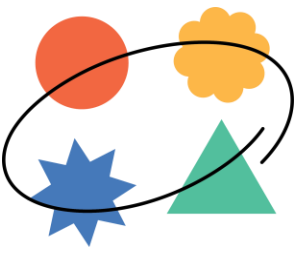
The project tested the effectiveness of two modalities (synchronous/blended and asynchronous /remote CPD) for educators' professional development.

**Online Course Only with
Online Support**
(Asynchronous)



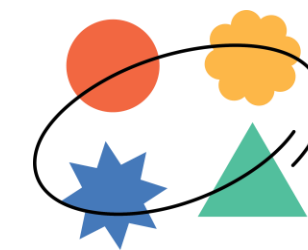
**Online Course with some school-
based/PLC support**
(Synchronous)





TIMELINE OF THE CPD TRAJECTORY – 18 MONTHS



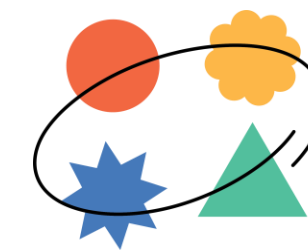


KEY FEATURES OF THE RETENTION, ENGAGEMENT AND MOTIVATION STRATEGY

Central to the approach in both synchronous and asynchronous modalities is to build a community of learning (in person and online).

- Orientation
- Social Learning Platform
- Peer and Community Recognition
- PLC Prompts
- Periodic Announcements
- Mini-Toolkits
- Reflection Sessions
- Data collection points





SOCIAL LEARNING, LEARNING PROMPTS AND PEER RECOGNITION

Facilitator : Anele
@thefacilitator Today

Make anything a play-thing!
Playtime! Make your own resource from everyday objects to help your learners with patterns. Share your ideas with others on the social learning page. Share pictures or videos if you can and check out what others have shared.

#Play #Power of LIP

GO BACK TO COURSE

Members Food Photos Albums Documents Send Messages Send Invites Discussions

Subscribe New discussion

All Discussions

- Module 6 discussion: Resources to teach data handling through play
Sizeni replied 4 months, 1 week ago 13 Members · 14 Replies
- Module 4 discussion: Teaching space and shapes through play
Sizeni replied 4 months, 2 weeks ago 13 Members · 13 Replies
- Module 1 discussion: Learning through play
Doodness replied 4 months, 3 weeks ago 21 Members · 21 Replies
- Module 5 discussion: Play activities on measurement
Pear replied 6 months ago 9 Members · 8 Replies
- Module 2 discussion: One- to three-digit numbers through play
Priscilla Zanillo replied 6 months ago 10 Members · 12 Replies
- Module 7 discussion: Using play in assessment
Snerisaniha replied 6 months, 1 week ago 6 Members · 6 Replies
- Module 3 discussion: Making play resources for patterns
Snerisaniha replied 6 months, 1 week ago 8 Members · 8 Replies

Course checklist

- Login using link provided
- Have you completed pre-test?
- Have you made friends online
- Have you completed post-test
- Have you downloaded your certificate

yes!

Congratulations

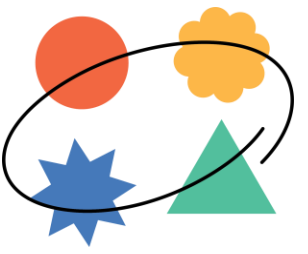
- Zandile Mavundla, EBomvini Primary school
- Mrs F.B Khumalo, Nqundu Combined School
- Nobuhle Khanyile, Mbonomuhle Primary School
- Ms Philisive S.Sibisi, Nogajuka Primary School
- Nokuphwa Daphncy Nxumalo from Vumanhlamvu Primary
- Sheila Masuku Ikhwezi Lemaohi Primary School

In- course prompts acted as both participants self-reflection and sharing (Online PLC)

Participants shared their thoughts and application

Periodic announcements

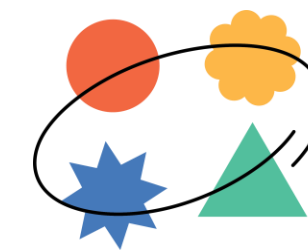
Participants wall of Fame Celebrate educators online



MESSAGING/CHAT GROUPS

- ★ Motivation
- ★ Recognition and Celebrating Success
- ★ Sharing Lesson, Teaching Ideas and Resources
- ★ Staying Connected
- ★ Technical Support





PROFESSIONAL LEARNING COMMUNITIES (PLCS) KEY TO REM IN BLENDED MODALITIES

PROFESSIONAL LEARNING COMMUNITIES OF TEACHERS

DO YOU WANT TO COLLABORATE WITH OTHER TEACHERS?
DO YOU WANT TO SHARE EXCITING STRATEGIES AND SOLUTIONS FOR TEACHING AND LEARNING IN OUR COUNTRY TODAY?
DO YOU WANT TO BE MORE PROFESSIONAL IN YOUR WORK AND IMPROVE YOUR KNOWLEDGE AND SKILLS IN EDUCATION?

THEN JOIN A PROFESSIONAL LEARNING COMMUNITY! OR START ONE IN YOUR AREA!

WHAT IS A PLC?
A professional learning community (PLC) is a group of professionals who decide to come together regularly to learn with and from each other on professional development needs they have identified themselves.

The Department of Basic Education (DBE) considers PLCs to be an effective way to do professional development as explained in the Integrated Strategic Policy Framework for Teacher Education and Development (ISPF TED) 2011-2020. PLCs allow educators to take responsibility for their own professional development with the support and encouragement of district officials and leadership from participating schools.

PLCs are a strategy for professional development which allows all steps in the learning process (shown below) to take place. Currently, professional development is usually offered in the format of workshops or training sessions. Such professional development can help teachers to develop awareness and build professional knowledge, but doesn't allow teachers to practice this new knowledge in their daily work. PLCs, on the contrary, create opportunities for trying out new skills and approaches in a safe environment. Teachers can reflect on current and new approaches and the impact on their work.

WHAT CAN BE DONE IN A PLC?
In a PLC, teachers choose what they want to focus on, and this can change with time. You can develop lesson plans together, share teaching strategies on reading, writing and other topics, develop teaching resources, etc. It does not always have to be subject based. You can also focus on aspects of teaching such as discipline, supporting learners with learning barriers, classroom management techniques, etc.

Logos: Department of Basic Education, WOD, asme, The LEGO Foundation.

LEGO BLEND PROJECT

PRACTICAL GUIDE FOR PROFESSIONAL LEARNING COMMUNITIES ON FOUNDATIONAL MATHEMATICS THROUGH PLAY

Logos: Department of Basic Education, WOD, asme, The LEGO Foundation.

CHARACTERISTICS	STARTING OUT	DEVELOPING	DEEPENING	SUSTAINING
MUTUAL TRUST AND RESPECT Members trust each other and everyone's contribution is valued.				
SYSTEMATIC, ONGOING ENQUIRY INTO PRACTICE/CONSENT, RESPONSIVE CHANGE IN PRACTICE Teachers in PLC collect data about the learning and teaching in their schools to make informed decisions on the effectiveness of instructional approaches.				
SHARED VISION Shared educational goals and vision. Learning and teaching is the focus.				
COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING/COLLABORATIVE AND REFLECTIVE ENQUIRY Members in PLCs plan and solve problems together, collaborate, share ideas and strategies.				
LEADERSHIP Many members taking up leadership functions in the PLC, such as setting the agenda, leading group activities, supporting colleagues learning.				
SUPPORT CHALLENGE AND CONSTRUCTIVE CRITIQUE Members challenge each other with ideas and questions.				
INCLUSIVE MEMBERSHIP Open to all within a school, creating a safe learning environment. This should be open to new members.				
REGULARITY A successful PLC requires that its members come together regularly.				

PLC Champions

Private Group

+68 members

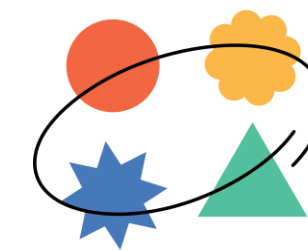
Online PLC champions sharing space

Posters

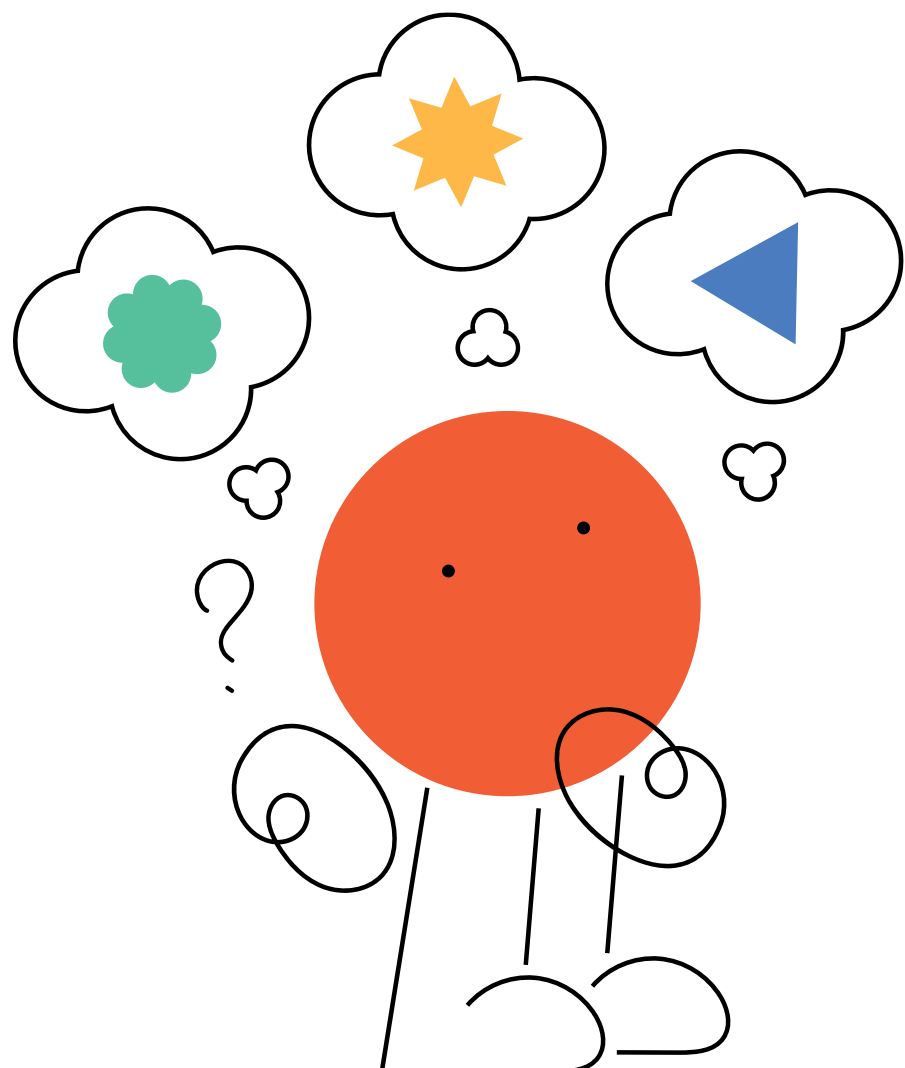
Practical PLC Guide

PLC Reflection Rubric

PLC Champs SLP



Q&A





Connect&Learn

will share their expertise on
inclusion of children with disabilities in Uganda



Rosemary
Nambooze



Eddy
Walakira



Moderator

Pat
Vanheckee



MAKERERE UNIVERSITY



27 April, 2023



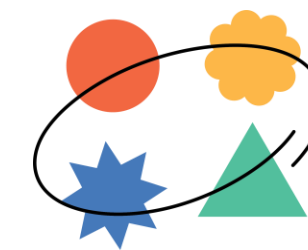
11:00-13:30 GMT+2



UNICEF Belgium
Picardstraat 7, bus 306
1000 Brussels



Via Zoom



Thank you for your participation!



Belgium
partner in development