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PROGRAMME

Day One

- Registration
- Opening and welcoming remarks
- Introduction of facilitator and participants; presentation of house rules
- Ice breaker
- Background information
- Tea/coffee break
- Circle of Support to ensure the success of Arts
- Workshop objectives
- Lunch
- New Syllabus / Methodology
- Learner-centred education

Day Two

- Opening; signing of attendance list
- Recapturing Day One
- The characteristics of an Art Teacher
- Activity One
- Tea/coffee break
- Activity Two
- Lunch
- Activity Two continue
- Feedback on planning

Day Three

- Opening; signing of attendance list
- Recapturing Day Two
- Activity Three
- Tea/coffee break
- Activity Three continue
- Lunch
- Activity Four
- Feedback

Day Four

- Opening; signing of attendance list
- Recapturing Day Three
- Lesson preparation
- Year Planner
- Lunch
- Continuous Assessment form
- Lesson preparation form
- Continuous Assessment form
- Lesson presentation and assessment of learners
- Art administration
- The way forward
- Close
Arts Facilitators’ Training Manual

ROLES AND RESPONSIBILITIES OF FACILITATORS

As a Regional trainer for Arts, your role is crucial for the success of implementing the revised syllabuses. Therefore, it is important that you fully understand the content of the training and what desirable results should be.

Your first obligation is to fully understand several things:

- The scope and sequence of Senior Primary school Arts
- The content of the revised syllabus; Arts
- Important changes in the curriculum compared to the previous one
- The urgency of developing key skills with each learner
- How to construct teaching and learning in an integrated manner
- How to prepare learners to develop basic investigative skills
- The importance of learning support materials and preparations for teaching

As a selected trainer you are charged with a great responsibility. You should:

- **Be willing to learn** how to present all the above issues to the teachers you are going to train
- **Be willing to make sacrifices** and put real efforts into the training to make it a success through professional commitment
- **Reach out to** and show patience with all trainees, no matter how demanding they may be
- **Act professionally** all the time and focus on the task at hand as you are guided to do a
- **“Deliver the goods.”**

What is the real responsibility of the trainer?

Remember, once the training starts, you will be on your own. The trainees will expect from you to guide them to improve their skills and become better Arts teachers. This could be a daunting task if you are not fully prepared for the challenge. You will direct the training and you should think of yourself as the facilitator of the affairs.
The training manual will not guarantee a successful outcome by handing it out and expect trainees to understand it all, but it is there to ensure consistency across phases on the training content. You are in charge of your training sessions and should arrange a conducive environment where it will be easy to transfer the content in a convincing manner. As you know well, trainees will only learn and accept the content if they are participating and do things and become owners of the skills and information they need to have.

You may have to adapt to local circumstances or to the level or pace of the group(s) you are working with. Your commitments, perseverance and creativity could be challenged. You will set the standards for your groups and success will depend on your leadership throughout the training week.

What else to know or do.

As a trainer, you are not responsible for everything. The Regional Office will arrange logistical arrangements for accommodation, meals and transport. However, you will need to ensure that everything is done and in place for the training. You will need to take care of the specific refinements and the layout of the training rooms and furniture to meet your needs and training style. You will consider ways to present some of the topics in an interesting way. You already know what parts of the training programme may be difficult to present or difficult for trainees to grasp. If you are mentally prepared for these, you will handle the training with greater confidence and care.

GOALS

What are goals? Goals are broader statements that indicate what the trainer would like to achieve by the end of the training programme. It expresses the intentions of the trainer and the training exercise. The following are goals for training:

- Deliver training to all Grades 4 -7 Arts teachers in Namibia
- Introduce the revised curriculum materials to the teachers
- Help teachers to understand and apply the revised curriculum in their teaching

OBJECTIVES

What are objectives? Objectives are statements, which indicate what the teachers should know and be able to do at the end of the training. The following are the objectives that the trainer is aiming to achieve in the training:
By the end of the training the teachers should be able to:

- know and understand the aims and rationale for the Senior Primary revised curriculum
- use all curriculum documents appropriately and with confidence as a teacher
- understand changes to the revised curriculum (learning content and assessment)
- understand that teaching at Senior Primary Level is primarily about conceptual understanding, development of skills and attitudes
- realise that the inclusion of cross-curricular issues require proper planning (where appropriate)
- realise and appreciate the significance of investigation in total development of learners
DAY ONE.
As from 2016, Arts will be taught from Grade 4 to 12 as a compulsory support subject. It must be assessed and the symbols must appear on the report card of the learners.

All participants take part in the activity

<table>
<thead>
<tr>
<th>Ice Breaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give each participant a sheet of paper and ask them to close their eyes. Give the following instructions:</td>
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<tr>
<td>- Do not talk, and keep your eyes closed during the activity</td>
</tr>
<tr>
<td>- Hold the paper in front of you</td>
</tr>
<tr>
<td>- Fold the paper in half</td>
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<tr>
<td>- Fold the paper in half again</td>
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<tr>
<td>- Fold the paper in half again</td>
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<tr>
<td>- Tear off the lower right corner</td>
</tr>
<tr>
<td>- Turn the paper over</td>
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<tr>
<td>- Again tear off the lower right corner</td>
</tr>
<tr>
<td>- Open your eyes</td>
</tr>
<tr>
<td>- Unfold the paper and hold it up</td>
</tr>
</tbody>
</table>

Papers will look different.
Discuss with participants how this activity illustrates the differences and similarities between learners.

Perceptions and understanding of the same instructions might be different.
Discuss with participants how different learning abilities will affect teaching.
**Ice Breaker 2**

To demonstrate the difference between verbal and nonverbal communication in Art.

The facilitator pastes a number, from 1 to 7, on the forehead of each of the participants.

Participants may **not** see the number on their forehead. The rest of the group can see the number. Each number represents a position in the community. According to the importance of the number of the person, he/she will be greeted differently by the rest of the group.

No 7: President of Namibia  
No 6: Prime Minister of Namibia  
No 5: Regional director: Education  
No 4: A very important person in community, Ex Pastor ext.  
No 3: Teacher  
No 2: Any cleaner  
No 1: Beggar/tramp

Without saying a word the participants greet one another, according to the number (position) on the forehead of the person in front of them.

Give the participants 5 minutes to move around and greet each other in silence.

According to the way the participants were greeted, they must assemble in groups with the same number.

The participant remove the number and look if he/she “read” the greeting correctly (nonverbal communications) and if he/she is in the correct group.
**Topic: New Syllabus**

Explain the importance of Arts in our everyday life and how Arts are essential for the holistic development of each learner.

Highlight the differences between the old and the new syllabus. Explain how to implement the syllabus. Give them guidance how to teach music, dance, drama and visual art. Explain the way of assessment to the teachers. Explain the new and unknown terms from the syllabus. Tell the participants how to use recycled and other materials to keep Art teaching sustainable.

**Material:** New Arts syllabus 4 - 7, A4 paper, pens, hand-outs, Flipchart paper and markers.

**Topic: Learner-centred education**

Explain how the four components (music, dance, drama and visual art) of the syllabus can incorporate into one activity. Explain how the learners can plan and perform a play that can be assessed. Discuss the roles of the teacher and the learner in the learning activity. The learners may ask people with expertise from the community to help them with the planning and creating of the play.

Participants create a short play and perform it to demonstrate how to use the four components as a part of a play. They will use music, drama, dance and visual art in the play. They play must not be longer than 5 minutes. The preparation time must not be longer than 20 minutes.

**Material:** New Arts syllabus 4 - 7, A4-, A 1 paper, pens, any props and any material available.

**DAY TWO.**

**Topic: Activity one: Beading.**

Explain the role of handicrafts in the holistic development of the learners and that those handicrafts can generate an income.

Discuss why beading is helpful for the learner’s development. This activity develops planning-, accuracy-, concentration skills and small motor development.

Explain how the activity correlates with other subjects like Mathematic, English, and Natural Science.

Give a short demonstration of the weaving process. Name substitute materials that can be used for this activity.

Participants give feedback and ideas how they can teach the activity with different materials from the area.

**Materials:** Beads, scissors, patterns, soft wire and hand-outs.
Topic: Activity two; Spirally weaving.

Explain why weaving is good for the learner’s development for example designing skills, planning skills, accuracy skills, composition skills and small motor development.

This activity correlates with other subjects like Social Studies, Mathematics, and English.

Explain the method and give a demonstration how to make an article. Give ideas for substitute materials for the activity, example photocopy paper boxes and onion bags.

Participants discuss ideas how they can teach the activity in the regions.

Materials: Recycled boxes, thread/wool/rope, scissors, pattern, glue, tape and hand-outs.

DAY THREE

Topic: Activity Three; Leather and hide work.

Give background information why leather and hide work is good for the learner’s development like developing skills, designing skills, planning skills, accuracy skills, creativeness skills and small and large motor development.

Explain how the activity correlates with other subjects like Natural Science, Social Studies, Mathematics and English.

Explain the technique how to make a wallet and a key holder. Demonstrate some of the more difficult steps. Give information on substitute materials from the area. A person can decorate his/her own article, according to his/her own creativity.

Participants give feedback and ideas how they can teach this activity.

Materials: Hide, leather, rotating punch, nails, rope/thread, thin wire, scissors, buttons, glue, patterns, hand-outs, key rings, flipchart paper, and markers.

Topic: Activity Four; Macramé.

Give background information why macramé is good for the learner’s development. Develop skills like designing skills, planning skills, accuracy skills, composition skills and small motor development.

Explain how the activity correlates with other subjects like Social Studies and English, mathematic and large and small motor development.

Demonstrate the technique. Name other materials that can be used in this activity.

Participants discuss how they can teach this activity. Give ideas of other articles that can be made with the techniques.

Materials: Scissors, wool, rope, key ring, flipchart paper, markers and hand-outs.
DAY FOUR

Topic: Lesson preparation

Explain how to plan an Art lesson. Explain what essential information must be covered in the lesson plan. The group plan a lesson and complete a lesson preparation form. Each teacher must complete a preparation form on his/her own. The facilitator stresses the importance of proper lesson planning.

Materials: Lesson Preparation templates, Year Planner templates, Senior Primary Arts Syllabus, School Calendars, pencils, pens and erasers.

Activities: Individuals choose a topic and complete a lesson preparation form.
Group members evaluate one another's lesson plan.
Discuss with all participants what is expected when completing the lesson preparation forms, and how to complete each section.

Topic: Year Planner

The facilitator explains the use and importance of a Year Planner to the participants. The facilitator completes a Year Planner with the assistance of the participants.

Materials: Year Planner templates, Scheme of Work templates, Senior Primary Arts Syllabus, school calendars, pencils, pens and erasers.

Activities: Each participant completes a mock year planner for a specific grade. The participants must explain why they complete the year planner in that specific way.

Topic: Assessment form

The facilitator explains how to complete an assessment form. The facilitator completes a mock assessment form.

The facilitator explains the following:

Learners do not write tests or examinations for assessment marks.

Continuous assessment needs to be done on learners’/group’s skills and abilities.
Learners receive two assessment marks per term during the first, second and third term. Each assessment mark must be for a different task/play.
Two tasks will be assessed for a mark on the continuous assessment form, namely:
1. Participating and Planning Task
2. Creating and Performing Task
**Materials:** Assessment form for grades 4 and 5-7, Year Planner, Senior Primary Arts Syllabus, School Calendars, pencils, pens and erasers.

**Activities:** Each participant completes a mock assessment form on his/her own

**Topic: Lesson presentation and assessment of learners**

Each learner will participate in a group. The group will plan and create a play with music, drama, dance and visual art in the structure. The group will perform the play and the teacher will assess the learners.

The teacher must encourage the learners to make their own props from recycle and cheap materials.

**Topic: Art administration**

The facilitator explains the following:

As with any other subject, some administrative work is necessary to enable the teacher to teach effectively. An Art teacher needs the following files:

**Administration File**

The administration file contains important subject information and other school-related information.

**Preparation File**

The preparation file contains the written preparation done by a teacher and includes all relevant information.

**Arts Subject File**

The subject file serves as a source of information for the Arts teachers, and is the property of the school.

**Arts Resource File**

Each Arts teacher is responsible for compiling their own Arts resource file and for its safe keeping.

The resource file is the property of the school.

These files need to be monitored by the management/HOD or subject head responsible for Arts.
Topic: The way forward

The facilitator asks participants if they have any questions concerning the subject Arts.

The facilitator, together with the participants, discusses these questions and finds solutions.

The facilitator urges the participants to take the subject seriously and refers the teachers to the roles and responsibilities of the Art teacher.

Before presenting this pledge the facilitator needs to familiarise him/her with the content of the pledge.

Material: Copies of the teacher's pledge for each participant, a candle and a box of matches.

Activity: Participants stand in a circle, with a burning candle in the middle. Participants say the pledge together.

With great pride and satisfaction, I call myself a teacher.
I pledge my dedication and passion to my profession.
Warmth, sympathy, and understanding will always guide my Actions in class.
I pledge to make full use of my skills and talents in order to offer the best guidance to learners.
I will exercise patience and tolerance in my classroom.
I will foster a supportive environment for all my learners.
I will remember that I do not teach a lesson plan, but human beings. My aim will be to teach the whole child in order to help that child to develop in mind and spirit.
I aim to always act in accordance with my calling as a teacher and to find joy in teaching those who seek my help.
### Annexe 1: Registration form for Arts training workshop

<table>
<thead>
<tr>
<th>No</th>
<th>Surname and name</th>
<th>Gender</th>
<th>School</th>
<th>Mobile number</th>
<th>email address</th>
<th>Signature</th>
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<tbody>
<tr>
<td>0</td>
<td>Shanjengange Daniel</td>
<td>Male</td>
<td>Tobias Hainyeko PS</td>
<td>0812456789</td>
<td><a href="mailto:shanjengange.d@gmail.com">shanjengange.d@gmail.com</a></td>
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Annexe 2: Attendance list

Arts training workshop

Attendance List

Region: ………………………………… Date: …………………………….
Facilitator: ……………………………. Venue: …………………………..

<table>
<thead>
<tr>
<th>No.</th>
<th>Surname + Name</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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Annexe 3: Evaluation form

EVALUATION FORM

Now that we have come to the end of the workshop, please be so kind and complete the questionnaire.

1. You are not on an island. Will you be able to ask for assistance when needed, e.g. from your principal, and/or colleagues at other schools and/or Regional Educational Office?

Yes [ ] No [ ]

If no, give reasons for your answer.

...........................................................................................................................................................
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2. Will you be able to prepare your year planner and lessons well in advance?

Yes [ ] No [ ]

If no, give reasons for your answer.

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3. Will you be able to use different teaching methodologies in class?

Yes ☐ No ☐

If no, what support will you need?

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4. Will you be able to address sensitive topics in class?

Yes ☐ No ☐

If no, what support will you need?

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5. Will you be able to use different classroom arrangements for different lessons?

Yes ☐ No ☐

If no, what support will you need?

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6. Any suggestions how to ensure that Arts teachers will be more able to teach Arts after this workshop?

........................................................................................................................................

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Thank you for your co-operation
Annexe 4: Summary of evaluation form

MINISTRY OF EDUCATION
National Institute for Educational Development (NIED)

SUMMARY OF THE EVALUATION FORM

REGION:  ........................................................................................................................................

DATE:  ........................................................................................................................................

VENUE:  ........................................................................................................................................

FACILITATOR/S:  ................................................................................................................................

NR OF PARTICIPANTS:  ...................................................................................................................

NR OF EVALUATION FORMS RECEIVED:  ....................................................................................

1. Will teachers be able to ask for assistance when needed, e.g. from your principal, and/or colleagues at other schools and/or Regional Educational Office?

   Yes □  No □

   Reasons given for “no” answers.

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2. Will teacher be able to prepare your year planner and lessons well in advance?

Yes ☐ No ☐

Reasons given for “no” answers.

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3. Will teachers be able to use different teaching methodologies in class?

Yes ☐ No ☐

Reasons given for “no” answers.

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4. Will teachers be able to address sensitive topics in class?

Yes ☐ No ☐

Reasons given for “no” answers.

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5. Will teachers be able to use different classroom arrangements for different lessons?

Yes [ ] No [ ]

Reasons given for “no” answers.

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6. Suggestions how to ensure that Arts teachers will be more able to teach Arts after this workshop?

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FEEDBACK ON THE REGIONAL ARTS TRAINING

1. Workshop conducted on: ………………………/…………………………../2015

2. Region:

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3. Names of facilitators:

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........................................................................................................................................
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........................................................................................................................................
........................................................................................................................................

4. Number of participants: Males: .................................................................

Females: .................................................................

5. Attach a copy of the registration form and the attendance list and forward it to:

H.J. Coetzer

Private Bag 2034

Fax No.: 088618786 / 062-509073

E-mail: hcoetzer@nied.edu.na

Okahandja

NAMIBIA