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Text and Materials

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Room to Read

All Children Reading Workshop

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What makes a good instructional material



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Understanding the classroom culture

- Textbook often replaces curriculum for most teachers
- Teaching textbook is easier than teaching children
- The ‘Power Dynamics’
- Inadequate/ no preparation
- Teaching to test
- Low contact hours

We want ALL children to be able to read

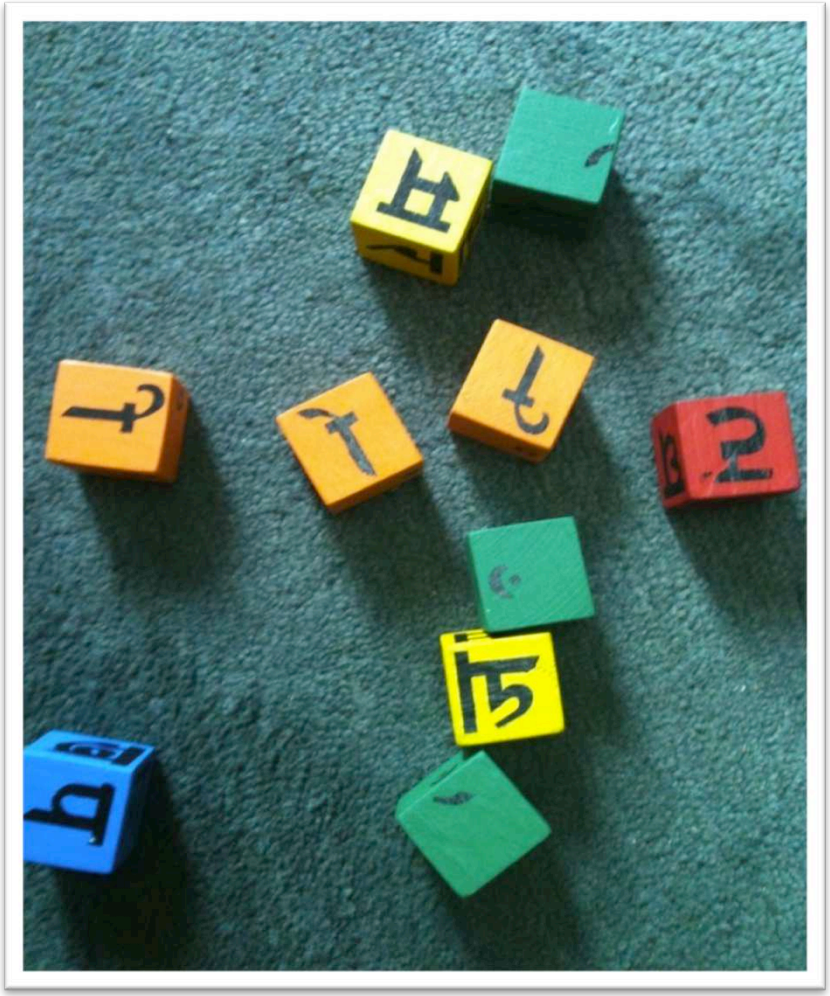


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Text and Materials: Why

- Materials often help shifting the power dynamics
- Children need to read as much as possible in order to become good reader
- Help teacher plan a session
- Making learning visible



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Text and Materials: How

- Review what is already available
- Analyze the curriculum
- Identify the ‘scopes and sequence’ of teaching the five key component
- Understand the children
- Form a team for materials development
- Instructional design
- Define specific objective and strategies
- Develop materials
- Field testing

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How to ensure supplementary materials

- Teachers as materials developers – train them and support with stationeries
- School library: if possible, classroom library
- Child managed library
- Develop, procure and supply materials

What makes good instructional material



What makes good instructional materials

- Based on a good instructional design
- Task oriented/ engages children
- Scope for practice
- Shows examples for children
- Child friendly

The Operational challenges

- Printing/ procurement is time consuming
- Procurement includes distribution
- Being innovative to be cost effective: Color, size, binding, non-printing materials,

Summary

- A range of materials might already be available
- If new materials need to be developed: adopt a systematic approach
- Low cost, multi purpose materials
- Logistics might be more challenging than normally assumed.



Thank you

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