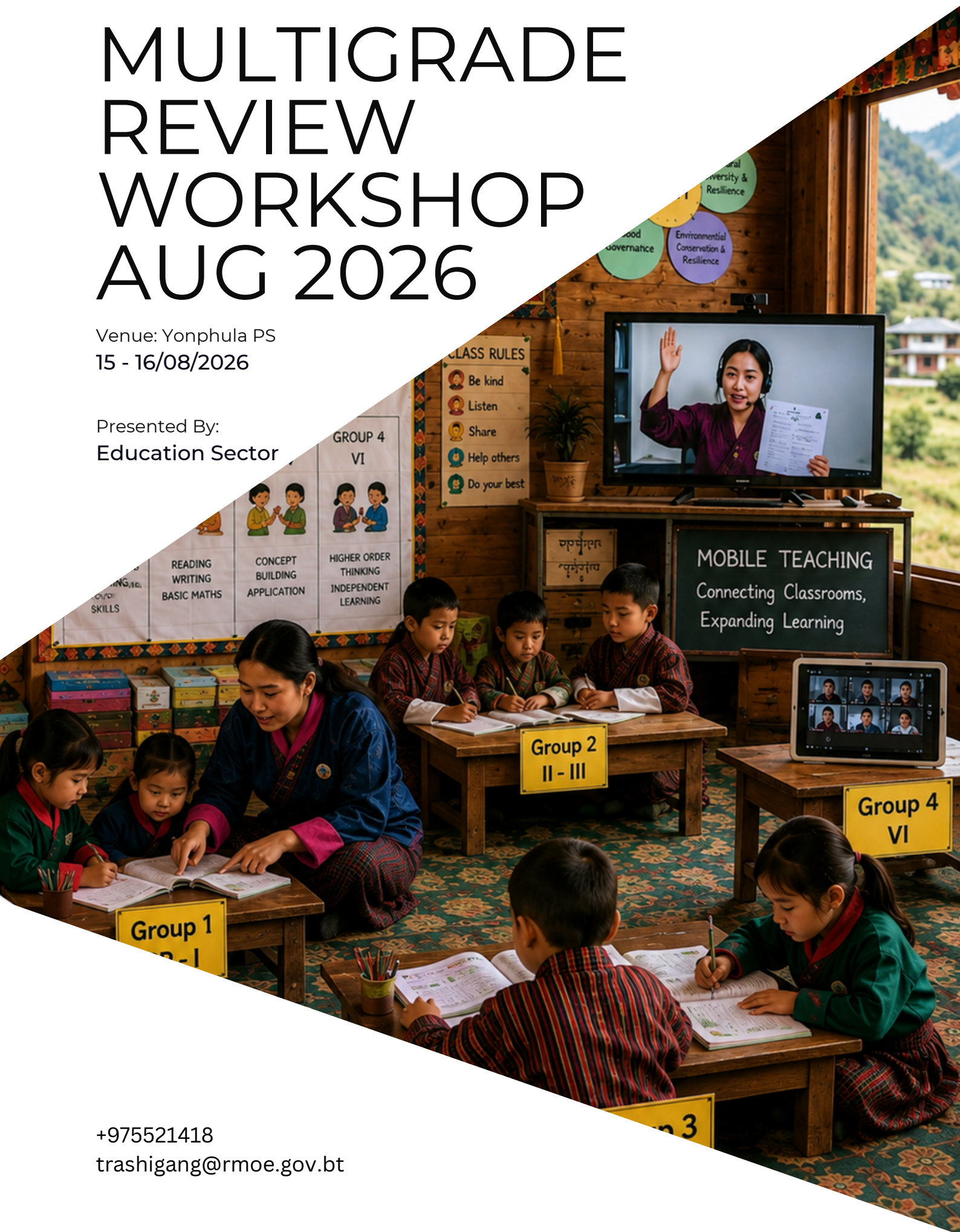


MULTIGRADE REVIEW WORKSHOP AUG 2026

Venue: Yonphula PS
15 - 16/08/2026

Presented By:
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TRASHIGANG EDUCATION SECTOR,
Trashigang Dzongkhag.

**REPORT ON THE TWO-DAY MULTIGRADE TEACHING REVIEW, PRACTICE
STRENGTHENING AND "connected expert teaching" PILOT**

15–16 August 2026
Yonphula Primary School

1. Background

Multigrade teaching is an important approach for smaller schools where one teacher may be required to teach learners from more than one class level within the same classroom. Following an earlier professional development programme on multigrade teaching, the Trashigang Education Sector conducted a two-day review and strengthening workshop on 15–16 August 2026 at Yonphula Primary School. The workshop was designed not as a repeat of the earlier training, but as a follow-up to examine what teachers had implemented, identify challenges, strengthen classroom practice, and prepare practical plans for the remaining half of the academic year.

The workshop also introduced and practically tested "**connected expert teaching**" as a support mechanism for subjects in which smaller schools have limited access to subject-specialist teachers, particularly Mathematics and Science at Class VI.

2. Purpose of the Review Workshop

The overall purpose was to review the implementation of multigrade teaching practices and strengthen teachers' capacity to plan and deliver differentiated lessons for the remaining academic year.

The workshop specifically aimed to:

- review the multigrade teaching plan developed during the earlier professional development programme and assess the extent of implementation;
- identify practices that worked well, implementation barriers, difficult topics and areas requiring further support;
- review curriculum coverage from PP to VI and reorganise the remaining curriculum where necessary;
- strengthen differentiated teaching, learner grouping, classroom management and formative assessment in multigrade classrooms;
- prepare and improve subject-based multigrade lesson plans for PP–V;
- use the Curriculum Framework, subject Instructional Guides and digital lesson plans prepared by the Curriculum Division as references for lesson planning;
- introduce, simulate and initiate a "connected expert teaching" pilot to provide specialist subject support to smaller schools; and
- agree on roles, monitoring arrangements and follow-up actions for implementation.

3. Workshop Approach and Organisation

The two-day Multigrade Review Workshop was conducted to review the implementation of multigrade teaching practices and strengthen teachers' preparation for the remaining academic year. The workshop brought together 39 teachers from 13 schools, representing schools implementing multigrade teaching in the Dzongkhag.

This arrangement enabled teachers to discuss the same subject at the appropriate class levels while focusing on how two levels can be taught around a common topic. Where the same topic or related learning content could be clubbed, teachers planned for one common teaching focus and then developed differentiated activities, questions, support and assessment according to the learning level of each group.

Class VI was treated separately because it is not clubbed in the same way and is generally taught as a separate class. However, the review identified that smaller schools often face particular difficulties in Class VI Mathematics and Science because subject-specialist teachers are not available. This challenge became the basis for introducing "connected expert teaching". Hence, science and mathematics teacher of Udzorong CS and Thrimshing CS joined the workshop to work closely with the teachers of Brekha PS and Benshingmo PS

Sl.No.	School	Offtg Principal	Teachers	REMARKS
1	Thongrong PS-	1	3	PP - VI
2	Pakaling PS - 24	1	3	PP - VI
3	Benshingmo PS -	1	2	PP - VI
4	Jomtshang PS -12	1	1	PP - III
5	Brekha PS -49	1	2	PP - VI
6	Zordung PS -16	1	2	PP - III
7	Lumang PS- 54	1	3	PP - VI
8	Tshogonpa PS - 49	1	3	PP - VI
9	Dungmanma PS-24	1	3	PP - VI
10	Rangshikhar ECR -14	1	1	PP - III
11	Thrakthri ECR -18	1	1	PP - III
12	Uzorong MSS		2	Sci & Maths tr
13	Thrimshing HSS		2	Sci & Maths tr
	Total	11	28	39
	Resource	DEO	2	

4. Major Activities Undertaken During the Two-Day Workshop

Day 1 – Review, Curriculum Coverage and Strengthening Practice

Session	Focus	Key Activities / Outputs
Session 1	Lesson Planning and Assessment	Teachers refined differentiated lesson plans, aligned activities with class levels, strengthened formative assessment and developed practical ways of checking learning.
Session 2	Connected Expert Teaching: Concept and Pilot Design	Participants identified the problem to be addressed, selected schools/subjects, clarified expert and receiving-teacher roles, discussed technology and connectivity requirements, and developed the pilot arrangement.
Session 3	Connected Expert Teaching Practical Simulation	A practical simulation was used to test the virtual teaching process, learner participation, visibility and audibility, classroom facilitation and the roles of both teachers.
Session 4	Consolidation and Way Forward	Teachers presented finalised multigrade plans; the Connected Expert Teaching (CET) pilot schools, teachers and subjects were confirmed; responsibilities and monitoring arrangements were agreed.

Day 2 – Lesson Planning and Connected Expert Teaching (CET)

Session	Focus	Key Activities / Outputs
Session 1	Lesson Planning and Assessment	Teachers refined differentiated lesson plans, aligned activities with class levels, strengthened formative assessment and developed practical ways of checking learning.
Session 2	Connected Expert Teaching: Concept and Pilot Design	Participants identified the problem to be addressed, selected schools/subjects, clarified expert and receiving-teacher roles, discussed technology and connectivity requirements, and developed the pilot arrangement.
Session 3	Connected Expert Teaching Practical Simulation	A practical simulation was used to test the virtual teaching process, learner participation, visibility and audibility, classroom facilitation and the roles of both teachers.
Session 4	Consolidation and Way Forward	Teachers presented finalised multigrade plans; the Connected Expert Teaching (CET) pilot schools, teachers and subjects were confirmed; responsibilities and monitoring arrangements were agreed.

5. Multigrade Lesson Planning Process

A key output of the workshop was the preparation of practical lesson plans for the remaining academic year. Teachers were expected to prepare plans for three multigrade combinations: PP & I, II & III, and IV & V, across the subjects applicable to their teaching responsibilities.

The planning process required teachers to:

- review the relevant curriculum framework for the subject;
- refer to the subject-specific Instructional Guide for the different class levels;
- refer to digital lesson plans developed by the Curriculum Division;
- identify topics that can appropriately be clubbed across two class levels;
- develop a common lesson focus where the topic is shared or closely related;
- differentiate learning activities, questions, practice and support according to the learning level of each class;
- allocate appropriate time for teacher-led instruction and independent/group work;
- define the teacher's role in supporting each level within the same classroom; and
- include formative assessment and practical methods of checking whether learners at each level have achieved the intended learning.

Teachers first presented their draft plans for peer review and discussion. Following feedback and refinement, they were expected to finalise and submit the lesson plans to the Education Sector for follow-up and support.

6. Key Multigrade Teaching Approach Strengthened

The workshop reinforced the principle that multigrade teaching should not mean giving the same task to all learners irrespective of their level. Instead, teachers should use the opportunity to club suitable content while differentiating the learning experience.

- Common topic or teaching focus where curriculum content allows appropriate clustering.
- Different learning objectives or expected levels of mastery where required.
- Differentiated activities and tasks for the two class levels.
- Different levels of questioning and teacher support.
- Independent and group work to allow the teacher to work intensively with one level while the other level remains productively engaged.
- Formative assessment to monitor learning in each class level.

7. Identified Challenge: Specialist Support for Class VI

The review highlighted a specific challenge in smaller schools: the absence of subject-specialist teachers, particularly for Class VI Mathematics and Science. While multigrade planning can reduce some classroom management and workload pressures, it cannot by itself resolve the difficulty of teaching specialised content where the available teacher does not have sufficient subject expertise.

To address this gap, the Education Sector introduced "connected expert teaching" as a complementary support mechanism. The approach is intended to bring the expertise of a subject teacher from a nearby larger school into the smaller school's classroom through a live virtual lesson.

8. "connected expert teaching" Pilot

The pilot was designed around a simple model: an expert teacher in a nearby larger school teaches his or her regular class while the learners in the smaller school join the same lesson virtually. A screen is positioned so that the smaller-school learners can see and participate in the lesson, while the expert teacher can also see the learners in the receiving classroom through the connected device. The smaller-school teacher remains physically present with the learners and provides classroom-level assistance and monitoring.

Pilot School	Expert School	Expert Teacher / Subject	Class
Benshingmo PS	Udzorong CS	CS expert teacher – Mathematics and Science	VI
Brekha PS	Thrimshing CS	CS expert teacher – subject support	VI

The pilot therefore provides a mechanism for smaller schools to access specialist teaching without requiring the specialist teacher to travel physically to the school for every lesson.

9. Roles and Responsibilities in "connected expert teaching"

9.1 Expert Teacher

- prepare the lesson and learning resources;
- deliver selected lessons virtually;
- explain difficult concepts and demonstrate activities;
- question learners and check understanding;
- provide feedback to learners;
- support the receiving teacher in strengthening subject-specific teaching; and
- share relevant teaching resources and follow-up tasks.

9.2 Receiving-School Teacher

The receiving teacher remains an active classroom facilitator. The role is not simply to sit at the back while the expert teacher teaches. The receiving teacher is responsible for:

- preparing the learners and classroom before the lesson;
- setting up and checking the technology;
- maintaining classroom discipline and learner attention;
- assisting learners who require immediate support;
- facilitating activities and ensuring learners participate;
- clarifying or translating instructions where necessary;
- conducting follow-up activities after the virtual lesson;
- providing feedback to the expert teacher; and
- monitoring learner participation and evidence of learning.

10. Proposed "connected expert teaching" Lesson Cycle

Before the lesson: Receiving teacher prepares the classroom and learners; expert teacher prepares the lesson; technology and connectivity are tested.

During the lesson: Expert teacher connects virtually, introduces and teaches the lesson, asks questions and checks learners. The receiving teacher facilitates learners, assists individuals/groups and manages the classroom.

After the lesson: Receiving teacher conducts follow-up activities, learners complete assigned tasks, and feedback on participation, learning and technical issues is collected.

11. Expected Benefits of the Pilot

- provides smaller schools with access to subject-specialist teaching support;
- improves opportunities for Class VI learners to receive stronger Mathematics and Science instruction;
- reduces the pressure on non-specialist teachers to independently deliver difficult specialist content;
- allows the local teacher to focus on learner support, classroom management and follow-up;
- creates a practical form of professional support and collaboration between nearby schools;
- makes use of existing teachers in larger schools without requiring additional full-time deployment to smaller schools; and
- provides a scalable model that can be reviewed and strengthened before wider implementation.

12. Monitoring of the Pilot

The workshop agreed that the pilot should be monitored systematically rather than judged only on whether the virtual connection works. The following indicators should be recorded for each cycle:

- number and frequency of "connected expert teaching" sessions conducted;
- learner attendance and participation;
- connectivity and technology issues encountered;
- learner engagement during the virtual lesson;
- feedback from the expert teacher;
- feedback from the receiving-school teacher;
- learner feedback where appropriate;
- evidence of learner learning or task completion;
- challenges encountered; and
- improvements required before the next cycle.

13. Key Outputs of the Two-Day Review

- Teachers reviewed the implementation status of the earlier multigrade teaching plan.
- Curriculum coverage and remaining learning priorities were reviewed subject-wise.
- Teachers strengthened their understanding of differentiated teaching within multigrade classrooms.
- Subject-based teacher groups collaboratively developed and refined multigrade lesson plans.
- Teachers prepared lesson plans for PP & I, II & III, and IV & V, using curriculum and instructional reference materials.
- Draft lesson plans were presented for peer review and refinement, with final plans to be submitted to the Education Sector.

- The need for specialist support in Class VI Mathematics and Science in smaller schools was identified and addressed through the "connected expert teaching" pilot.
- The "connected expert teaching" process, roles and responsibilities were discussed and practically simulated.
- Pilot arrangements were confirmed for Benshingmo PS with Udзорong CS and Brekha PS with Thrimshing CS.

14. Challenges and Areas Requiring Attention

The workshop demonstrated that successful multigrade teaching requires more than combining two class levels. Teachers need continuous support to interpret curriculum requirements, select suitable topics for clustering, differentiate activities and manage time between levels.

For "connected expert teaching", the main areas requiring attention are reliable connectivity, appropriate positioning of the camera and screen, audibility and visibility, learner participation, coordination between the two teachers, and a clear timetable that does not disrupt the expert teacher's regular class. These aspects should be closely monitored during the first pilot cycle.

15. Way Forward

- Teachers will finalise and submit the developed multigrade lesson plans to the Education Sector.
- The Education Sector will review the submitted plans and provide follow-up feedback where necessary.
- The identified schools will implement the "connected expert teaching" pilot according to the agreed arrangements.
- Expert and receiving teachers will maintain simple records of each "connected expert teaching" session.
- The Education Sector will review the first cycle of implementation using teacher, learner and learning evidence.
- Technical and pedagogical issues identified during the first cycle will be addressed before expanding the model.
- Successful practices from both multigrade teaching and "connected expert teaching" will be documented and shared with other smaller schools.

16. Conclusion

The two-day Review and Strengthening of Multigrade Practice workshop provided an important transition from training to implementation and continuous improvement. Rather than focusing only on theory, teachers examined their actual classroom experience, reviewed curriculum progress, shared challenges and worked collaboratively to prepare practical lesson plans for the remaining academic year.

The workshop also recognised that the challenges of smaller schools are not limited to multigrade classroom organisation. The shortage of subject expertise, particularly for Class VI Mathematics and Science, requires an additional support mechanism. The "connected expert teaching" pilot at Benshingmo PS, supported by the expert teacher from Udзорong CS, and at Brekha PS, supported by Thrimshing CS, is therefore an important complementary intervention.

If implemented with clear roles, reliable connectivity, regular monitoring and timely follow-up, the "connected expert teaching" model has the potential to reduce the subject-specific teaching burden on smaller-school teachers while improving learners' access to specialist instruction. The first implementation cycle should be treated as a pilot for learning and refinement, with evidence from teachers and learners guiding decisions on future expansion.

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