

Leh Wi Lan

Improving Secondary Education in Sierra Leone



FACILITATION GUIDE

Head of Department Leadership Training Part 1: Your role as a leader of teachers in your department



Introduction

Teacher professional development (TPD) is most effective when several elements are combined to support teachers. Training and support should be as close to the school as possible so teachers have opportunities to practice their learning in their own context. They can work with their peers to share success and challenges and reflect on their problems, devising contextually relevant solutions. Teachers also need some form of external support so that they are introduced to new ideas, ways of working and can refresh their subject knowledge and ensure that it is up to date.

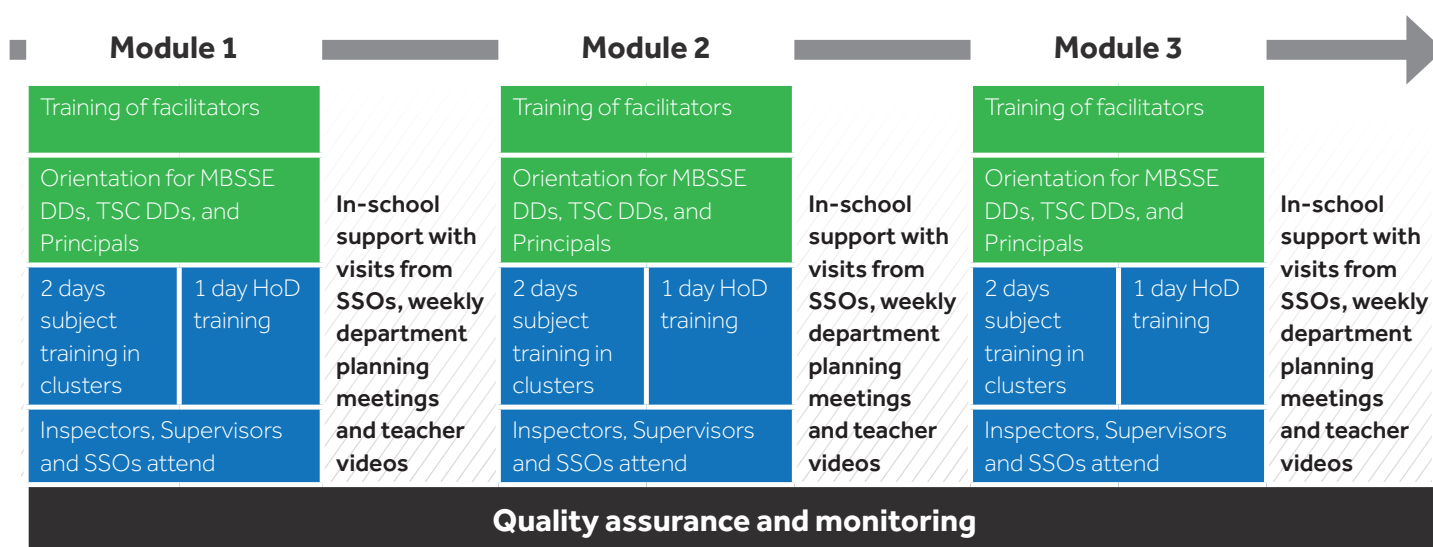
This is especially important in a context like Sierra Leone where Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) vary greatly in terms of access to resources and distribution of qualified teachers. Within government schools there are large numbers of teachers who are: not qualified for secondary level, qualified but not government approved, qualified to teach, but not in the subject they teach, and volunteer teachers with no prior training or qualification.

Teacher professional development demands a variety of activities so that all teachers, whatever their circumstances and environment, can access structured quality professional development which supports their professional growth and helps deliver quality education.

Between 2017 and 2020 Leh Wi Lan implemented a TPD strategy to support all JSS and SSS English and maths teachers and Heads of Department (HoD), from approximately 1600 government-assisted schools.

The strategy included subject content training in maths and English as well as academic leadership training for HoD. Teachers received training through termly face to face cluster sessions, led by national facilitators who were subject specialists. After each face-to-face cluster training there was in-school support for teachers through regular visits from Leh Wi Lan School Support Officers¹ where they conducted lesson observations and gave feedback to teachers. Instructional videos were also created providing step by step explanations of specific concepts and examples of good classroom practice.

The diagram below shows how the TPD programme worked over a given academic year:



This facilitator manual is part of the Leh Wi Lan TPD programme. It contains training for English and maths HoD in secondary schools. It is designed to be delivered before 'Head of Department Leadership Training Part 2: Improving teaching and learning in your department'. This training pack supports Heads of Department to improve pupil learning in their department with strategies to improve learning time, make lessons more inclusive and assess learning and give feedback to learners to help them progress. It introduces HoDs to school-based CPD as a co-effective way to provide professional development training to teachers in their department.

These materials were produced by Cambridge Education, in collaboration with TSC, and delivered as part of the UK-aid funded Leh Wi Lan project for training teachers in government assisted junior and senior secondary schools in Sierra Leone. These training materials are in draft. They can be shared and adapted for use as long as they are not used for commercial purposes.

¹ 200 School Support Officers conducted regular visits to government assisted secondary schools nationwide. Each covered approximately 8-10 schools and supported the English and maths teachers by conducting lesson observations and giving feedback to enhance teaching and learning. They were supported by Leh Wi Lan. This MBSSE School Quality Assurance Officers now perform this supportive supervision role.

Term 1	Session A: Effective schools	Session B: Roles in an effective school	Session C: Monitoring teaching and learning¹	
	<ul style="list-style-type: none"> - Describe features of an effective school - Describe key components for improving learning - Identify the actors for improving learning and explain where SSOs and HoDs fit in 	<ul style="list-style-type: none"> - Identify the different people working to improve learning in schools - Understand the role of the Lesson Plan Manual in improving learning - Describe the relationships between HoD and teacher that improve learning 	<ul style="list-style-type: none"> - Describe the overall lesson observation and feedback cycle - Explain the importance of frequent, regular, brief observations and feedback in improving learning - Describe the “Do’s” and “Don’ts” of lesson observations 	
Term 2	Session A: Role of the Head of Department	Session B: Monitoring use of the LPM and PH	Session C: Supporting use of the LPM and PH	
	<ul style="list-style-type: none"> - Explain HoD role as an academic leader - Identify and discuss HoD role in leading professional development of teachers in their subject areas - Explore HoD role in leading professional planning and reflection meetings 	<ul style="list-style-type: none"> - Explain how pupils learn - Distinguish between monitoring and supporting behaviours - Explore how they can effectively monitor the implementation of the LPM and PH 	<ul style="list-style-type: none"> - Lead a professional development meeting on return to school - Prepare and deliver the meetings - Monitor the effective use of the lesson plans and pupil handbooks 	
Term 3	Session A: Lesson observation cycle	Session B: Preparations for lesson observation	Session C: Lesson observation and form completion	Session D: Feedback, planning and practice
	<ul style="list-style-type: none"> - Describe the overall lesson observation and feedback cycle - Explain the importance of frequent, regular, brief observations and feedback in improving pedagogy 	<ul style="list-style-type: none"> - describe the “Dos” and “Don’ts” of lesson observations - identify the necessary steps to take in preparing for lesson observation process 	<ul style="list-style-type: none"> - Describe steps for an effective observations - Fill out the lesson observation form thoroughly and correctly 	<ul style="list-style-type: none"> - Explain what feedback is and the Dos and Don’ts of feedback - Describe the “Practice/Plan” step of the Observation Cycle - Effectively lead practice & planning

¹ After delivering the first Term of HoD training it was evident that not all schools had HoDs, not all HoDs were active or experienced in their role. The training materials therefore looked back at the basics of the role and covered key responsibilities in much more depth in Term 2 and 3.

Session A: Effective schools

90 minutes

Learning outcomes

By the end of the sessions, participants will be able to:

- Describe features of an effective school
- Identify and describe how schools work and key parts needed to ensure learning takes place
- Identify the actors at every component level and explain where SSOs and HoDs fit in on the Theory of Change describing how schools work

Materials

Chart A.1	Learning outcomes	Introduction
Chart A.2	Features of an effective school	Activity 1
Chart A.3	How schools work	Activity 2
Chart A.4	Actors in the ToC components	Activity 3

Activity outline

Introduction		15 minutes
Activity 1	Framework for effective schools	30 minutes
Activity 2	How does learning happen in school?	40 minutes
Activity 3	Role of education actors in improving learning	40 minutes
Summary		5 minutes

Background for facilitators

All the inputs to our schools would continue to translate into better learning achievements if academic leadership is effective and purposeful. Many of the schools are receiving support from School Support Officers. Heads of Department also have a role to play as academic leaders supporting the professional development of teachers.

Effective support for adults must be consistent with, and built on, the ways in which adults learn. It must make use of the experience that adults have, and show how the new skills they are learning can be integrated into their work. Adults need to participate in the learning, have time to practice new skills, and have constructive feedback in a non-threatening environment.

Introduction

15 minutes

1. Welcome participants and ask a volunteer to pray
2. Remind/agree with them on the ground rules
3. Do a quick introduction
4. Sing the shape song as an energiser
5. Agree that as Heads of Department (HoDs), we need to work effectively with people - training, supporting, and reporting on achievements. That is why we have this session just for HoDs.
6. In this session we will look at how we have been working with our teachers, to provide effective support.
7. Show Chart A.1 'Learning outcomes'.

Activity 1

What is an effective school?

30 minutes

- Tell participants that schools in Sierra Leone have not lacked interventions, training, and the spending of money in the past. But most of these interventions haven't made very much difference.
- What sets LWL apart is that the programme is based on needs identified in schools. This means that interventions should be making a direct difference to what is happening in schools, rather than costing a lot of money and achieving nothing. It also means that interventions will change based on the needs identified at different times.
- Explain that there are different ways of working out what is happening in schools.
- Show Chart A.2 – Features of effective schools – with the four boxes covered up. Ask 'what are schools aiming to achieve?' and briefly discuss. Agree that schools are aiming to educate students, and uncover the box on the far right. Explain that this is supposed to be the impact of the education system, and make sure they can connect this with what they looked at previously on the vision and mission of the country's education.
- Ask what is supposed to happen inside schools in order to produce that impact. Again, briefly discuss and then uncover the larger central box. Read through each of the four areas in turn and agree that these four things should take place in schools: if they do, then they should produce the final impact on student performance.
- Ask participants if they see these in their schools.

- Explain that schools don't work in a vacuum: they have different inputs going into them that enable them to take actions in those four areas, in order to have the final impact. Tell participants that there are two major different types of input and uncover the first box saying 'students'. Ask why this is an input. Briefly discuss and agree that students come into the school, bringing with them whatever experiences, abilities, and characteristics they have been given by their lives before coming to school. Point out that students are at the start and end of the education system.
- Ask what other inputs a school has. Briefly discuss, and uncover the second input box. Clarify that inputs can come from the community, the District, or the MoBSSE and take some suggestions on what these could be.
- Explain that you will ask some questions to check understanding.
- Ask 'which one of these boxes are we most interested in changing?' Hopefully, they will say or point to the impact box showing the final success of the students who go through schools. Explain that this is the point of everything we do.
- Ask 'which of these do we work most directly on changing?' This time, they should be saying or pointing to the 'inside schools' box.
- Ask someone to explain to you why we focus on changing what schools do, when what we really care about is the impact they have. Agree that changing the way schools work will change the impact they have; and changing the inputs schools receive will change the way they work. Tell them that this is our belief, that if we change the inputs schools receive, then we can change the way teachers and principals work, and then we will improve the impact that schools have on children.
- Tell them that we are talking about changing inputs going into a school and ask if this means that we should change the students going into a school – only accepting the able ones, or those who can speak English. Agree that this is not the purpose of the free quality school education – we should have schools that welcome all students. It is the inputs from community, District, and MBSSE that we should be changing.

Activity 2 How does learning happen in school? 30 minutes

1. Explain to the participants that the world over, there is a belief that interventions should be based on a Theory of Change.
2. Display Chart A.3 with components covered.
3. Ask participants to name the main components of a theory of change in education and uncover them one after the other with the definitions still covered (Give them hints or mention them if they are unable to list the components) – Input, Output, Outcome and Impact.

4. Ask participants to discuss in pairs what each component means citing examples to show how inputs are transformed into impact
5. Take feedback from pairs from different groups.
6. Reveal the remaining parts of the figure (definitions) and ask individuals to say what each means while you clarify any vague view – Input (mainly training): what is put in the school (it remains input if not used), Output: how well are trained staff using their learnings, Outcome: how strong is the school overall, Impact: how well are the students performing.
7. Stress that we would record high impact if schools operate at outcome level for a fairly long period of time. If only those trained are using what they have learnt without having any influence on other teachers, the schools would be operating at Output level. And if those trained are not using the lessons learnt during training then the schools are just recipients of Input.

Activity 3: Roles of the education actors in improving learning 40 minutes

1. Explain to the participants that you will now discuss what our roles are in this important cycle as it relates to effective schools. Emphasise that you will want them to think carefully through the components you will assign to them.
2. Assign a component (Input, Output, Outcome, Impact) to each to all the groups. For large participants, 2 groups could get same components.
3. Ask the participants to list the people playing the leading role, supporting role and monitoring role.
4. Display Chart A.4 and fill in the table by taking responses from each group (groups that worked on the same component should all present their ideas before taking comments from other groups). Write all responses and cancel or replace as they agree.
5. Lead the whole group to agree on the right actors and roles and complete a chart as shown in Chart A.4 Answer.
6. By now, participants must be able to identify where they fit in and agree that they assist in ensuring that the input component transforms into output, outcome and invariably impact.
7. Ask a few participants to say specific things they will do to play their roles as leaders or supporters.
8. Take responses and make any clarification

Summary

5 minutes

1. Quickly highlight the major points of the session by asking the participants to remind you of the:
 - a. different components of education theory of change
 - b. meaning of each component.
 - c. actors playing the leading role in each component.
2. Go through the learning outcomes asking the participants if they have been achieved and how.

Materials for the session

Chart A.1 Learning outcomes

Chart A.3 How a school works

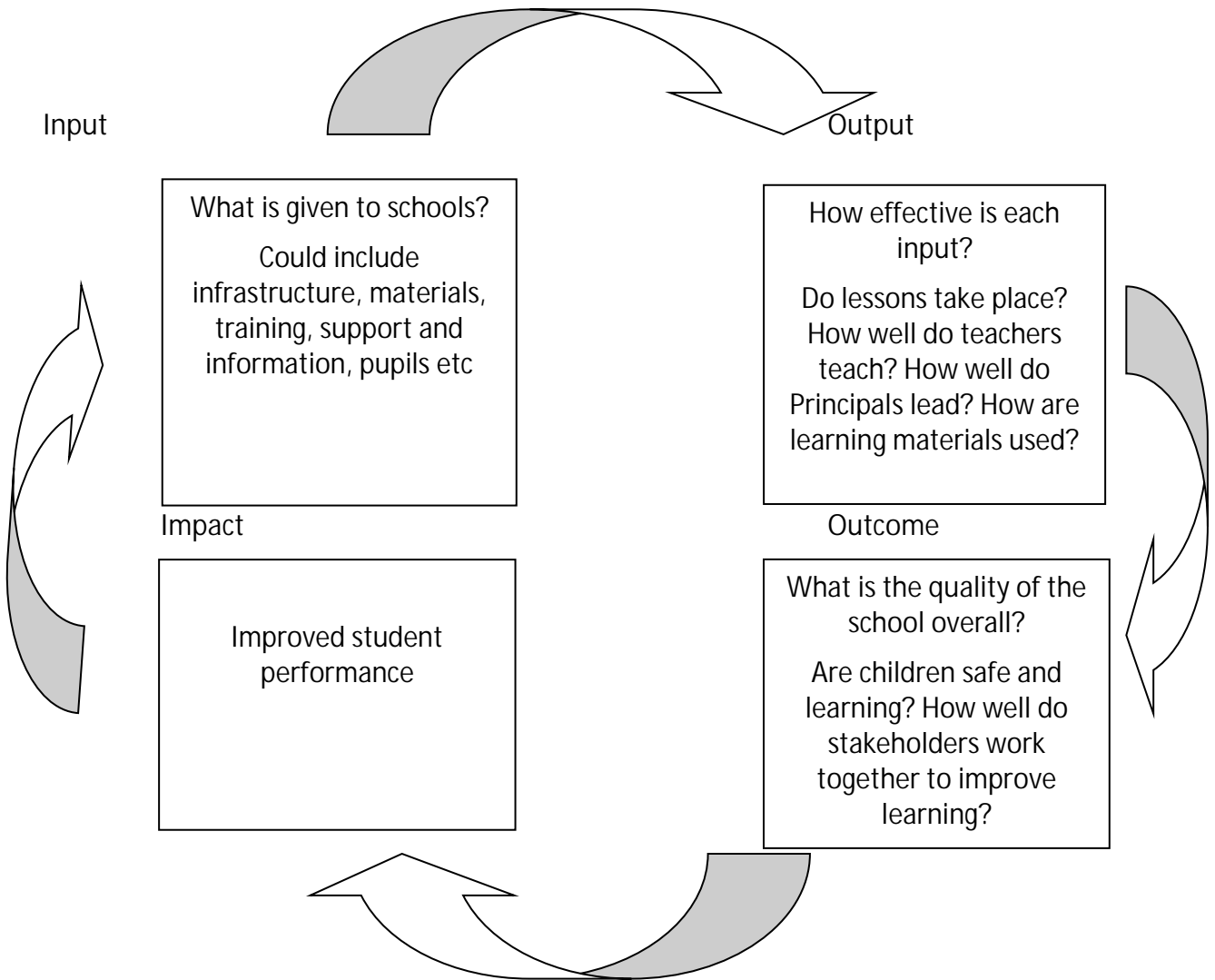


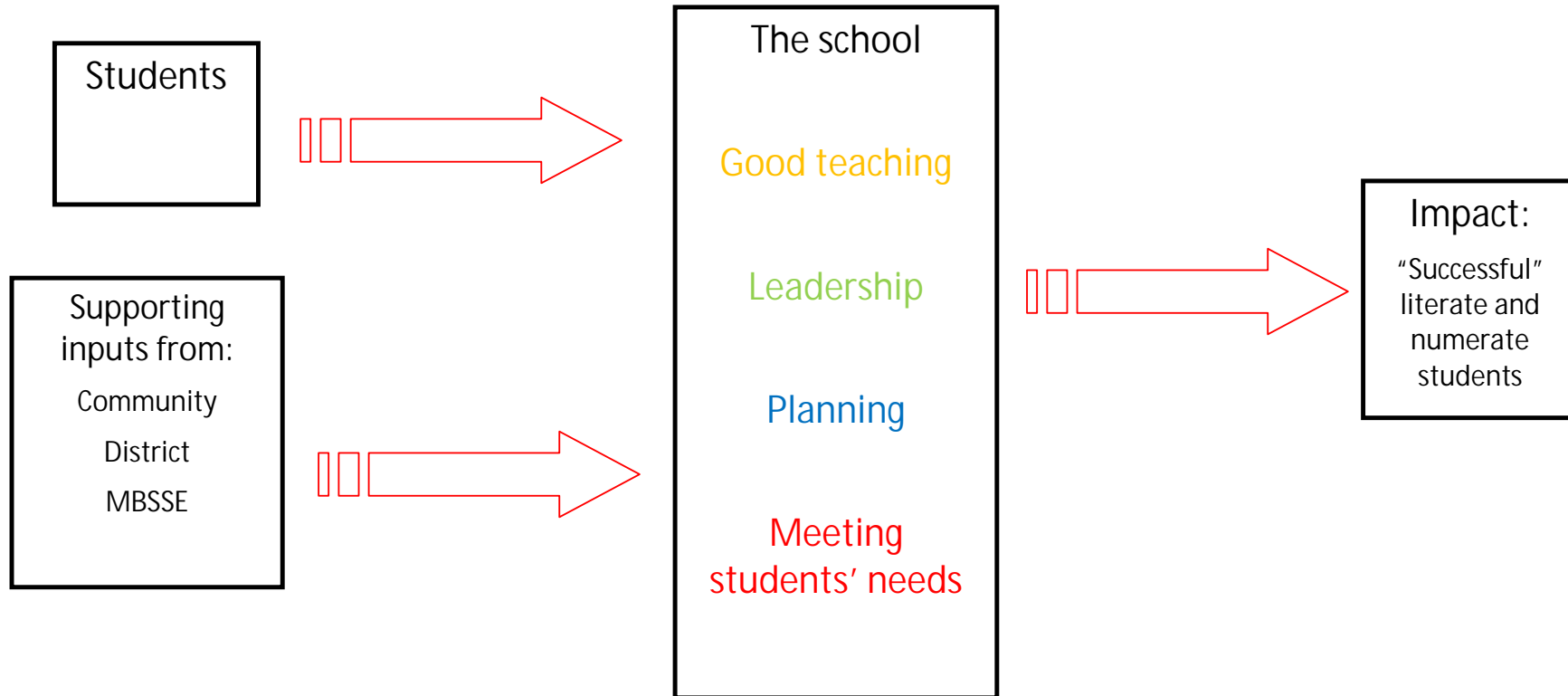
Chart A.4 Actors and roles

Component/Role	Leading	Supporting	Monitoring
Input			
Output			
Outcome			
Impact			

Chart A.4 Answer Actors and roles

Component/Role	Leading	Supporting	Monitoring
Input	SSO, teachers	DSO/LWL	MoBSSE, Districts, Supervisors, LWL
Output	SSO, Principal, HoDs,	DSO, SSO	MoBSSE, Districts, Supervisors, DSO, LWL
Outcome	Principal, HoD	SSO	MoBSSE, Districts, Supervisors, DSO, LWL
Impact	MBSSE	Donor organizations Professional consultants	Funding organizations, media, general public

Chart A.2 Features of an effective school



Session B Role of teachers and Head of Department in an effective school
90 minutes

Learning outcomes

By the end of the sessions, participants will be able to:

- Identify the different levels of support in schools.
- Understand the role of the HoD
- Describe the relationships between HoD and teacher that improve learning

Materials

Chart B.1	Session objectives	Introduction
Chart B.2	Roles in education	Activity 1
Chart B.3	Support levels	Activity 1
Chart B.4	Activities that strengthen teacher-pupil relationships	Activity 2

Activity outline

Introduction		10 minutes
Activity 1	Different levels of support in school	30 minutes
Activity 2	Strengthening the bonds of support	45 minutes
Summary		5 minutes

Background for facilitators

To provide effective support during school visits, the 'support providers' need to develop relationships based on trust and respect. They need to focus on the development, rather than the evaluation, of skills. Their authority is earned, and is based on respect for what they know and how they work, rather than being based simply on their position.

Clear understanding of levels of support and roles during school visits is an essential part of making our support more fruitful.

Introduction 10 minutes

1. Welcome participants from the break
2. Explain that in the last sessions we looked at the theory of change and activities that help to translate the components into actions

3. Explain that in this session we will be looking at support in schools and ways of strengthening it at different levels
4. Display Chart B.1, the learning outcomes

Activity 1 Different levels of support in schools

30 minutes

1. Play a short game to warm up.
2. Explain that evidence shows that if teachers are competent, the pupils' learning improves and for this to happen, teachers need to be supported to do their job better. We are now going to look at the different levels of support that lead to improved learning achievements.
3. Ask participants to list different people who help deliver education. Show them Chart B.2 and check all people and groups were mentioned.
4. Read the roles on Chart B.2 and request for volunteers to come to the front and take the role of that person. (They can stand at the front and hold a piece of paper showing the role.)
5. Ask participants to think for a couple of minutes about different roles and levels that connect in a school. Ask them to think about how these roles connect to make sure children learn from the Lesson Plan Manuals.
6. Ask participants to hold hands to show how the roles are connected.
7. Ask the participants to explain the order and connections they have made.
8. Take responses and write them out on a flip chart paper.
9. Agree on the list as in Chart B.3: LWL to SSO; SSO to principal/HoD; SSO to teacher; principal/HoD to teacher; teacher to pupil.
10. Ask if there could still be others to join in the connections
11. Give extra actors to some other volunteers to connect and agree to: SSO to SSO; principal to principal; teacher to teacher; pupil to pupil.
12. Other support levels may be identified but inform participants that they are important in creating a suitable environment but not as essential and key to directly raising pupils' learning achievements.
13. Let participants know that the links presently need to be strengthened at all levels and for high impact, effort should be made to identify activities that increase the strength of the links

Activity 2 Relationships between HoD and teacher

30 minutes

1. Tell participants that Activity 1 looked at the different support levels and their statuses presently
2. Now we shall be looking at what the relationships should be like in a near ideal situation
3. Display Chart B.4 and go through the items one after the other asking participants to explain what they mean. This should give them a clear understanding of what their next task would be like.
4. Ask why most of the activities are focused on creating positive environment rather than cognitive activities.
5. Response should explain how positive environment would enable pupils to record high achievement in academics.
6. Ask participants in their groups to list about 5 activities HoDs could do in schools to strengthen the link between them in relations to creating a positive learning environment for pupils
7. Ask groups to market place their charts
8. Ask groups to move round the different areas to read, interrogate the charts and take notes for discussion and further clarifications
9. Add the following if they are not listed by the participants
 - Make sure teachers have Lesson Plan Manuals
 - Support teachers to use Lesson Plan Manuals
 - Make sure pupils have Pupil Handbooks
 - Support teachers to use Pupil Handbooks in lessons
 - Conduct training and coaching
 - Organise team teaching
 - Have a lesson observation schedule prepared and shared among teachers
 - Conduct lesson observations and give feedback
 - Organise preparation sessions for teachers weekly
 - Provide learning materials where possible
 - Allocate classes to teachers
 - Carry out orientation for new staff
 - Write reports on progress of teachers
 - Hold periodic departmental meetings

- Arrange demonstration teaching
- Take custody of all materials for the department and share accordingly

10. Address questions from them as a whole group.

11. Remind HoDs that they have an important role in making sure children get to learn from the Lesson Plan Manuals and Pupil Handbooks. Ask teachers to talk to a partner about how they can help get most use of these materials.

12. Ask a few pairs to share their responses.

Summary

Go through the learning outcomes again with the participants.

Materials for the session

Chart B.1 Session Objectives

Chart B.2 Roles in education

Pupil	District Support Officer (DSO)
Teacher	District Director
Head of Department (HoD)	MBSSE
School Support Officer (SSO)	Leh Wi Lan
Supervisor	Principal
Inspector	Parent

Chart B.3 Support levels

LWL to SSO

SSO to Principal/HoD

SSO to teacher

Principal to teacher

HoD to teacher

Teacher to pupil

Teacher to parent

Chart B.4 Activities that strengthen teacher-pupil relationship

Teacher to pupils:

- Personal greetings and asking about their families
- Knowing and calling pupils by their names
- Listening to pupils when they talk
- Accepting mistakes
- Praising good behaviours and discouraging bad ones nicely
- Playing games with the pupils
- Ask for their help sometimes
- Make rules together
- Be flexible with them
- Fulfilling promises made to pupils
- Demonstrate capacity to support pupils' learning
- Celebrating their birthdays with them
- Get familiar with the pupils family background
- Share personal experience with them
- Let consequences be solutions to the problems

Session C: Monitoring teaching and learning (for HoDs)

90 minutes

Session objectives

By the end of the session, HoDs will be able to:

- Describe the overall lesson observation / feedback cycle
- Explain the importance of frequent, regular, brief observations and feedback in improving pedagogy
- Describe the "Do's" and "Don'ts" of lesson observations

Materials

Chart C.1	Session objectives	Introduction
Chart C.2	Lesson observation / feedback cycle	Activity 1
Chart C.3	Core Ideas of observation / feedback cycle	Activity 1
Chart C.4	Importance of regular, frequent obs. / feedback cycles	Activity 2
Chart C.5	Do's and Don'ts of Lesson Observations Activity	Activity 3

Session outline

Session introduction		5 minutes
Activity 1	Lesson observation / feedback cycle	30 minutes
Activity 2	Importance of regular, frequent cycles / HoD schedule	20 minutes
Activity 3	Do's and Don't's of lesson observations	20 minutes
Activity 4	Focus areas for Terms 1-3 observations	10 minutes
Session review		5 minutes

Session introduction

5 minutes

- Welcome participants thank them for arriving to training on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- Show them Chart C.1 – the session objectives.
- Go through each of the objectives.

Activity 1: Lesson observation / feedback cycle

30 minutes

- How many of you have done classroom observations and feedback conversations with teachers before? *Ask for a few volunteers to share the approach used with the group (e.g., scheduled visits, pre-meetings, 1-hour observations)*
- HoDs role is similar to that of a coach – you are coaching teachers. We will be using a model for coaching teachers based on a book called *Leverage Leadership*, published by a school chain in the US that serves low-income pupils / pupils in under-resourced communities
- I know that this observation/feedback model may be different than one you have used in the past – please keep an open mind, as this approach has been working in many places (including the pilot in Port Loko!)
- *Point to Chart C.2 (HoDs can take a photo or copy it).*
The Lesson Observation / Feedback Cycle has 3 parts:
 - First, the HoD observes the teacher while the teacher is conducting a lesson. During this observation, the HoD looks for 3 things: 1) evidence that the teacher has made the change that both s/he and HoD agreed in the previous cycle; 2) at least 2 strengths in the teacher's performance today; 3) 1 area of improvement
 - During the lesson observation, depending on the relationship that the HoD has built with the teacher, the HoD may co-teach with the teacher, model teach (i.e., demonstrate teaching for the teacher), or even intervene in the lesson if the teacher and the HoD have a good relationship and the teacher is fine with this
 - Note that the primary purpose of the observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve pupil learning. Core Idea (point to Chart C.3): Effective observation and feedback isn't about evaluation – it's about coaching.
 - The second step of the Observation / Feedback Cycle is to give feedback. This is best when it is face-to-face with the teacher. Using the

4-step feedback model, will be addressed in subsequent HoD trainings but at the moment, our focus is on the use of the lesson plan and what HoDs are monitoring is the delivery of the plans.

- The third step of the Observation / Feedback Cycle is Practice and Plan. In this step, after you've given the teacher the 1 area of improvement (also known as the key lever), you practice this area of improvement with the teacher. It's not helpful to tell the teacher what to improve and then to walk away. Instead, you'll practice the new skill or the new behaviour with the teacher and plan how it can be implemented into future lessons. For example, if the 1 area of improvement you give the teacher is to "Speak audibly" (because many of the pupils cannot hear him), you might stand in the back of the classroom and the teacher may start delivering tomorrow's lesson for you. You'd stop the teacher when he's speaking too softly and coach him to project his voice.
- Then the cycle begins again
- Note that throughout this entire cycle, the HoD is tracking progress – noting what was observed in the lesson, what feedback was given, what practice was done, and whether any evidence of change was observed in the following lesson observation. We will talk more about this tracking process in near future.
- *Give HoDs 2 minutes to discuss the cycle in pairs and make a copy.*

Activity 2: Importance of regular, frequent cycles; HoD schedule 20 minutes

- Have HoDs read Chart C.3 for 5 minutes in pairs.
- What were the key points of this reading? Choose a few volunteers to share out loud to the group.
- Use the text below to explain the key points on Chart C.3 – Importance of regular, frequent observation / feedback cycles
 - More frequent observations actually reduce teacher stress (Frequent observations mean that if a teacher is having a bad day, it's not a big deal because you have many data points on what the classroom actually looks like. This takes some pressure off of teachers – they stop feeling like they have to be perfect every time you observe).
 - More observations = more accurate picture of what the teaching actually looks like (More observations mean more data points on what's actually happening in the classroom)

- More feedback = faster teacher improvement (By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty)
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change (People learn best when given small chunks of information at a time. If you give teachers too many areas of improvement, they’ll get overwhelmed and won’t be able to implement all of them. However, if you give teachers one small area of improvement each week, they’re able to focus on just that area and actually put it into their teaching practice)
- More cycles = more accountability (When you’re in schools more often, you’re more easily able to hold teachers accountable to the high standards that we’re expecting of them)
- Acknowledge that SSOs are unlikely to be able to visit the same teachers frequently and follow through on the whole cycle. And because HoDs are closer to teachers, HoDs are standing in for SSOs in schools. This means support are more frequently given to teachers
- Mention that the challenge would be the increase in the workload of the HoDs so the presence of principals in this workshop is to ensure both management members consult to see how HoD workload could be reduced in order to give quality support to teachers.

Activity 3: Do’s and Don’ts of Lesson Observations

20 minutes

- Let’s make a list of Dos and Don’ts for doing classroom observations. What are some behaviours that we should definitely NOT do when we are observing teachers? (*list on board – answers should look something like below*)
 - DON’T:
 - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
 - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you’re bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher’s authority

- DO:
 - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
 - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
 - Try to sit / stand somewhere where you are not prominent
 - Observe the pupils as well as the teacher
 - Show interest in the lesson
 - Take notes in your notebook
 - Thank the teacher as you leave the classroom
 - Fill out your Observation Form immediately afterwards

Refer participants to Chart C.5

Activity 4: Focus areas for Term 1 observations 10 minutes

- Refer HoDs to the session on the structure of the Lesson Plan Manuals and remind participants on the focus of Term 1 (use of the LPMs). Though other traits exhibited as listed in SSO Lesson Observation form may be observed and commented on, but stress the need to use the lesson plans effectively. Teachers would be said to be competent based on how much compliant they are on the use of the national LPM.

Session review 5 minutes

- Show participants Chart C.1 again and go through the session objectives that have been covered.

Materials

Chart C.1 Session objectives

Chart C.2 Lesson Observation/Feedback Cycle

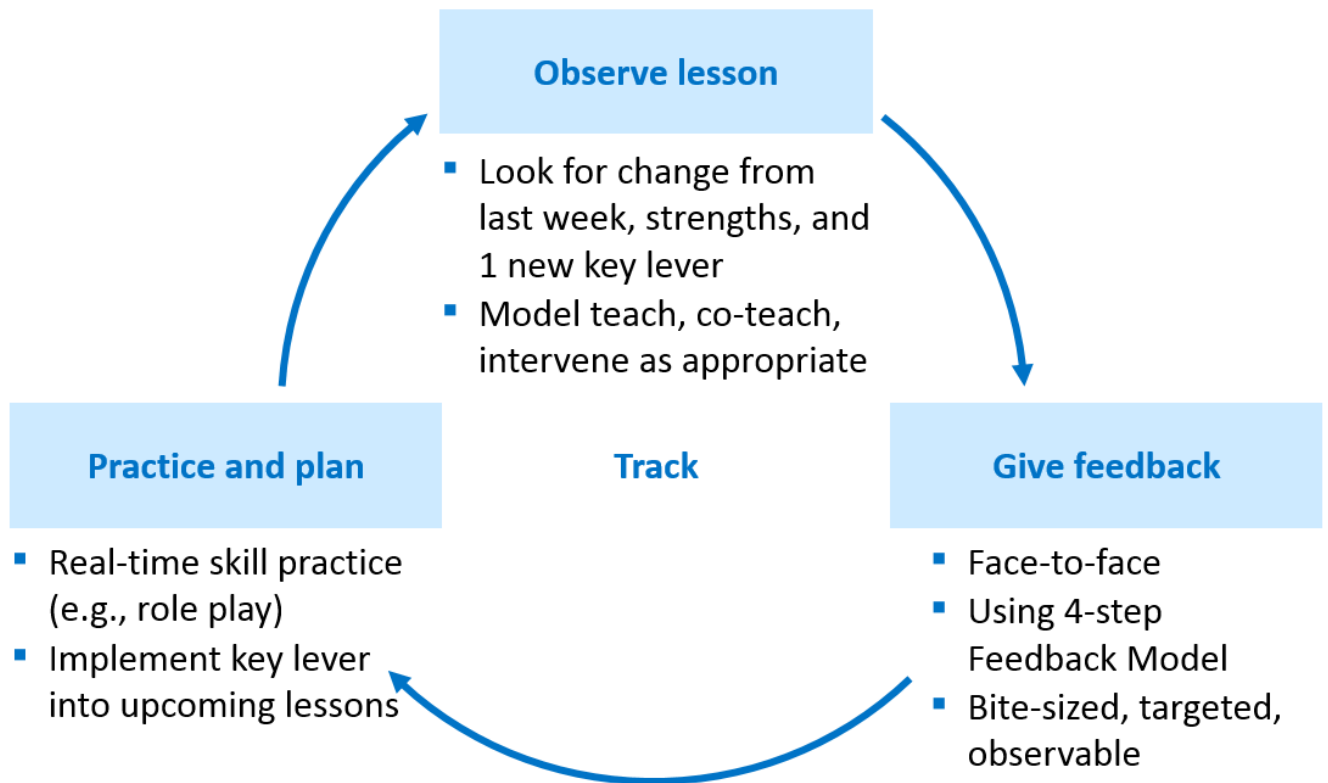


Chart C.3 Core Ideas on Lesson Observations and Feedback

1. Effective observation and feedback isn't about evaluation, it's about coaching.
2. By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.
3. Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice.
4. We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development.
5. Observations and feedback are only fully effective when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice.

Chart C.4 Importance of regular, frequent observation/feedback cycles

- More frequent observations actually reduces teacher stress
- More observations = more accurate picture of what the teaching actually looks like
- More feedback = faster teacher improvement
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change
- More cycles = more accountability

Chart C.5 Do's and Don'ts of Conducting Lesson Observations

- DON'T:
 - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
 - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
- DO:
 - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
 - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
 - Try to sit / stand somewhere where you are not prominent
 - Observe the pupils as well as the teacher
 - Show interest in the lesson
 - Take notes in your notebook
 - Thank the teacher as you leave the classroom
 - Fill out your Observation Form immediately afterwards

Session A Role of Heads of Departments

90 minutes

Session objectives

By the end of the session, participants will be able to:

- Explain their roles as academic and pedagogy leaders in their departments
- Identify and discuss their role in leading professional development of teachers in their subject areas
- Explore their role in leading professional planning and reflection meetings

Materials

Chart A.1 Session objectives

Chart A.2 Chart A.2: Role of HoDs in leading teacher professional development

Chart A.3 Role of HoDs in leading planning and reflection meetings

Handout A.1: Role of HoDs in leading planning and reflection meetings

Session outline

Session introduction	10 minutes
Activity 1 Leadership Role of HoDs	25 minutes
Activity 2 Existing and new structures for on-going professional development of teachers	25 minutes
Activity 4 Explore their role in leading professional planning and reflection meetings	25 minutes
Session review	5 minutes

Background for facilitators

During the first term only HODs attended this work; however, owing to feedback from DSOs and matters arising from the first term TPD, principals of schools are also attending the HoD day. Unlike in the first term when it happened on Day 3 of the programme, it will now happen on Day 1—the idea being to ensure that principals are fully aware of the roles HoDs are being called upon to play in the improvement of teaching and learning.

While avoiding an elaborate introduction, you may wish to lead the participants to discuss and agree some ground rules for the workshop. You can also present a list of ground rules and lead the participants to adopt them. This will help to save time since there's a lot to cover in the one-day workshop.

Note that this workshop is not a training on leadership for principals *per se*, but a device to socialise them on the roles of HoDs in improving teaching and learning and the need for principals to support HoDs in discharging these roles creditably.

It is important to help the participants (HoDs and principals) to realise that this extra day underscores the strategic importance of HoDs in improving the learning outcomes of the pupils in English and math. This workshop is, therefore, meant to help them focus on the roles of heads of departments for either English or mathematics. It is also meant to help the principals see how they can support the heads of departments to perform optimally in shoring up teaching and learning in English and math.

This session has three activities:

- The role of HoDs as academic and professional leaders
- Leading professional development of teachers
- Leading professional planning and reflection meetings

Session introduction10 minutes

- Welcome participants to the workshop and have them introduce themselves quickly by saying their names, school where they teach or head and how long they've been teaching English or math or been principals as the case might be.
- Now that they've known each other, you may get them to use the "Good morning" song to greet each other and have their seats.
- Display the session objectives, asking a participant from different corners of the training room to read each of the four objectives.
- Present some ground rules and lead them to discuss, adapt and adopt.

Activity 1 Leadership Role of HoDs in their Departments 25 minutes

- Ask participants: How would you describe a head of department in Sierra Leone secondary school?
- Take feedback from a few participants and agree with them that s/he leads one of the academic departments in a secondary school.
- Discuss what departments there are in Sierra Leone secondary schools before zeroing in on English and maths which those attending this workshop.
- To help them appreciate the importance of the subjects they lead in the school system, ask: why focus on them as heads of English and maths instead of other subjects in the school?
- Take responses from 2 or 3 participants and conclude that their subjects are key to learning and understanding other subjects on the school curriculum.
- You may also ask them what the key focus of every HoD should be and agree that it's to ensure optimal teaching and learning of the subject they are leading.
- Ask the participants to think about the following:
 - what duties do you perform or should perform in your school or department as the lead of the subject?
- Give each participant a couple of post-it notes to write down 2 key duties.
- Create a space in the training room for them to stick what they've written.
- Work together to group the different types of duties and give them headings which describe each group.

- Make sure that the headings reflect the following 4 areas and if not, add them into the discussion.
 - Leading professional development of teachers in the department
 - Managing learning resources
 - Monitoring the implementation of the lesson plans
 - Reporting on progress.
- Agree that a head of department might have other roles, but that their most important focus is to ensure that the subject is being taught well so that the pupils understand.
- Tell the participants that the training and support they receive will be covering all these areas.

Activity 2 Leading professional development of teachers 25 minutes

- Remind participants that their roles as HoD include to ensure that all their teachers are adequately equipped and empowered to deliver effective lessons using the lesson plans provided by the government of Sierra Leone with the support of Leh Wi Lan.
- Ask them to describe a teacher who is adequately equipped and empowered to deliver effective lessons?
- Write their ideas on the board/flipchart
- Ask them how they can work with their teachers to make sure that they all reach this description
- Explain that professional development of teachers is not limited to the two -day termly workshops conducted by MBSSE with the support of LWL but includes a lot of other activities carried out within schools and across schools to improve the content knowledge and pedagogical skills of teachers.
- Ask participants if HoDs have any roles in the professional development (in-service training) of the teachers of their departments.
- Take a few responses and agree that they do.
- Put the participants in four different groups and ask them to look at Chart A.2 and identify which activities contribute to the professional development of teachers and why. Ask them to add anything they think is missing.
- Ask them to identify anything they do outside the school which also contributes to the professional development of teachers.
- Conduct plenary discussion by taking contributions from across the groups, while your co-facilitator records the roles on flip chart paper.

- Help the participants to understand that professional development goes beyond attending workshops and that individual teachers also have a role to play in their own professional development.
- Having explored their roles in TPD, ask participants to discuss in pairs, what platforms exist within and outside their schools for the continued development of their teachers.
- Take feedback from pairs and agree that this might include subject meetings within schools or clusters of schools, workshops/seminars in schools or clusters of schools, subject professional associations, the college close by, the school library, other teachers within the school or nearby schools, SSOs, supervisors/inspectors, on-line resources, audio/video resources.

Activity 3 Leading professional planning and reflection meetings 25 minutes

- Start by asking the participants to discuss in pairs what strategies they used in their schools to ensure effective implementation of the English or math lesson plans in their schools in the last term.
- Take feedback from pairs noting and discussing any strategies that make sense and move on to introduce the terms, leading professional planning, and reflection meetings, as part of the strategies they can use to improve teaching and learning generally and proper implementation of the LPM.
- Ask participants to discuss and answer the following questions in their various groups. Give each group flip chart paper to record their agreed answers, while you and your co-facilitator move around the groups to check understanding and provide support.
 - What do you understand by professional planning?
 - What professional planning have you led in your department/school before?
 - How can you use professional planning to improve teaching and learning?
 - How can you use professional planning to enhance implementation of the LPM?
 - How can you use professional planning to support struggling teachers?
- Have groups move around tables to review each other's work—checking answers and adding or removing to make things clearer.
- Call them back together and lead discussions on salient points arising from the group work. (Note there are no fixed answers to these questions. You might for example,

explain that leading professional planning means the HoD working with other teachers in the department to plan how their work as English or math teachers could be done better to ensure improved learning by pupils. Examples of professional planning might include: reviewing the lesson plans together, preparing for the lesson together, making plans for TPD, lesson observation and feedback, how to check pupils' learning, reporting on pupils' progress, tackling difficult topics, supporting struggling teachers, making, and agreeing schedules for these activities and who should do what).

- Now lead them to discuss the sub-activity on leading reflection meetings. Again, the whole idea is to get them thinking and discussing.
- Check their knowledge on this by asking: What are reflection meetings? Have you organised or attended one before? If yes, where, and when? What did you gain?
- Take feedback from a few participants and agree with them that reflection meetings are meetings organised by groups led by the head to enable members to review certain activities, what went well, what didn't go so well, what lessons have been learnt and what might be done to achieve better results in future. The key to understanding it is the word, *reflection*, which simply means to think about what we've done—learning from our own experience of doing something. What did we do? Did we get the result we anticipated? Could we have done it in a different way? What can we do to achieve the desired results? So, in a school/departmental context, a *reflective meeting* is organised by the HoD (or principal) for all members of the department (or all teachers in the school) to reflect or share experiences of their group or individual activities such as implementation aspects of the LPM, checking pupils' learning, time management, lesson preparation, delivering lessons, teaching, and learning, practice and assessment.
- Ask the participants to discuss in their different groups tips or suggestions for facilitating or leading reflective meetings in their schools. Move around the groups with your co-facilitator to listen to discussions to capture and highlight key ideas coming from the groups.
- Display Chart A.3 for additional ideas to guide the HoDs in leading/facilitating reflective meetings. Go through the ideas and close the activity.
- Give them Handout A.1 (same tips as in chart above) for keeps.

Session review5 minutes

- Show participants chart A.1 again. Read through each objective.
- For each one, ask what they did to try to achieve the objective.
- Thank them for their focus during this session.

Chart A.1 Session objectives

By the end of the session, participants will be able to:

- Explain their roles as academic and pedagogy leaders in their departments
- Identify and discuss their role in leading professional development of teachers in their subject areas
- Explore their role in leading professional planning and reflection meetings

Handout A.2: Role of HoDs in Teacher Professional Development

- Identify the training needs of their teachers
- Determine the best ways to meet the needs of teachers
- Organise in- school workshops for teachers in their department
- Facilitate school workshops/training
- Look for facilitators from within or outside the school for school workshops
- Collaborate with subject HoDs from other schools for cluster workshops
- Provide support and mentoring for teachers
- Observe lessons and provide feedback to teachers
- Jointly prepare lessons with teachers
- Hold regular review meetings with teachers
- Manage resources and make sure every teacher has access to the resources they need
- Recommend no/low cost training opportunities for teachers
- Recommend helpful resources for teachers
- Liaise with principal for resources including funding
- Check learning with teachers and follow-up with implementation after training
- Discussing samples of pupil's work to see what they are learning
- Plan how to raise learning outcomes.

- Make sure teachers understand all the subject knowledge

Chart A.3/Handout A.1 Tips for Leading/Facilitating Reflective Meetings

DO

- Promote open, democratic dialogue
- Be open- minded
- You and members should be willing to learn from others
- Lead members to achieve consensus on issues
- Acknowledge contributions from members
- Encourage members to talk one at a time
- Encourage members to respect the views of others
- Encourage members to be regular and punctual to meetings
- Share facilitation of meetings with members (if appropriate)
- Facilitators need to be informed ahead of time, so they're prepared
- Be prepared ahead of the meetings
- Restrict discussions to agreed topics to avoid loss of focus—keep members on track
- Have and follow meeting schedules (as much as possible)
- Ensure meetings are kept to agreed time limits, e.g. one hour after school
- Ensure nobody or sub-group dominates discussions
- Encourage shy and silent members to talk
- Be creative
- Make members feel safe and comfortable to contribute/speak
- Ensure decisions reached at meetings are recorded and implemented
- Set and follow ground rules for meetings

DON'T

- Force your ideas/decisions on members
- Refute member's ideas
- Put members on the spot
- Downplay thoughts, feelings
- Force members to speak
- Hold meetings without agenda
- Prolong meetings

(Ideas adapted from Facilitating Reflection: A Manual for Leaders and Educators by Julie Read and Christopher Koliba http://www.uvm.edu./dewey/reflection_manual/index.html (1of 3) [5/13/03].

Session B: Monitoring Use of Lesson Plans and Pupils' Handbooks 90 minutes

Session objectives

By the end of the session, participants will be able to:

- Explain how pupils learn
- distinguish between monitoring and supporting behaviours
- Explore how they can effectively monitor the implementation of the LPM and PH

Materials

Chart B.1	Session objectives
Chart B.2	Handout B.1 "Children learn BEST when...."
Handout B.1	Handout B.1 "Children learn BEST when...."
Handout B. 2	Script for Driving Role-Play

Session outline

Session introduction	5 minutes
Activity 1 How pupils learn	20 minutes
Activity 2 Teaching and learning materials	10 minutes
Activity 3 Driving role play	20 minutes
Activity 4 Monitoring effective implementation of the LPM and PH	30 minutes
Session review	5 minutes

Background for facilitators

Having explored some of the roles of the HoDs to ensure effective teaching and learning in their departments in the previous session, the participants will be helped in this session to look at how they could effectively monitor the implementation of the LPMs. This is

important given that the introduction of the lesson plans is one of the pillars of the efforts to reform the way schools carry on the job of teaching and learning.

However, before they can perform the monitoring role effectively, they'd need to understand how children learn best. So, the first activity in this session, will help them to reflect on how best children learn. This will assist them to discover what exactly they're looking for when they observe lessons, for example. Since they'll play both the monitoring and supporting roles, activity 2 is a role play that will help them to visualise and distinguish between the monitoring and supporting roles of the HoD.

Session introduction

5 minutes

- Welcome participants to the session and display the session objectives, asking a participant from different corners of the training room to read and explain each of the three objectives.

Activity 1 How pupils learn

20 minutes

1. Give each group Handout B.1 – an envelope with the different ways in which pupils might learn. Ask the participants to discuss in their groups which ones they think describe ways in which pupils will learn and sort them into two groups: the best ways children learn; and less effective ways pupils learn.
2. Ask the members of the groups if they agree with each other within the group, and then go through the A4s, selecting and displaying the ones which are best.
3. Most of the statements clearly go into 1 of 2 sets – 1 set is the best ways in which children learn, and the other set is linked to more teacher-centred teaching. "The teacher uses materials" and "children work individually when not listening to the teacher" are not teacher-centred but are also not part of the best ways in which children learn.
4. Assign a lesson (from the LPM) to each of four groups and ask group members to check some of the activities in the teaching and learning/practice sections of the assigned lesson, discuss and agree whether they fall into best ways pupils learn or less effective ways pupils learn.
5. Lead a plenary, taking feedback from groups and giving them opportunities to support their positions and other members chances to ask questions and make contributions.
6. Remind participants that since pupils are at the focus of schooling and education generally, their job as heads of departments and principals is to support teachers to give pupils the opportunities to learn in the most effective ways. This is what it means to have 'pupil-centred learning' and a 'pupil-centred education system'.

Activity 2 Teaching and learning materials10 minutes

1. Remind participants that in the last activity we looked at how the Lesson Plan Manual supports pupil-centred learning. It promotes the type of activities that help pupils learn best, such as *building upon previous knowledge, working in groups, focusing on understanding and use of skills*.
2. Tell participants that every school will soon be receiving Pupil Handbooks for all JSS and SSS classes. Some schools may have received these last week.
3. Ask if anyone has heard of the Pupil Handbook? Can they tell you what it is?
4. Explain that the Pupil Handbook is designed to match every lesson in the LPM. It contains explanations of concepts, guided examples and questions with answers in the back of the book.
5. Ask participants to tell you how this promotes pupil-centred learning? Agree that it gives pupils more time to practice their learning on their own. They will take the books home and can self-study or study in groups.
6. Remind Principals and HoDs that it is their responsibility to ensure that teachers help pupils to use these books well. Just like they have to help teachers use the LPM well. If we make the most of our resources, then we will see improvements in learning.
7. We will learn more about this today and back in schools with the SSOs.

Activity 3 Driving Role-Play20 minutes

1. Choose two participants or co-facilitators – who will also take part in the role-play.
2. Give them each a script and tell them their roles. One person will be the Colleague and one person will be the Passenger. You, the facilitator will be the Driver.
3. Give them a little time to look through the script as you talk to the group.
4. Explain to the group that it is important for them, as both mentors and mentees, to understand the difference between monitoring and supporting.
5. Carry out the role-play
6. Ask the group to organise themselves into pairs and to discuss what they saw. They should think about the roles played by the Colleague and the Passenger as the Driver attempted to successfully complete the journey.
7. Ask the group to share their thoughts. Ask what the differences were between the Colleague and the Passenger, and if there were any similarities
8. You should try to elicit that:
 - a. they were both focused on the objective of arriving on time;
 - b. they both asked the Driver questions;

- c. the Colleague asked questions to assess the situation;
 - d. the Passenger asked questions to help the Driver work it out for himself;
 - e. the Passenger was next to the Driver all the time;
 - f. the Colleague spoke to the Driver occasionally.
9. If the group does not suggest the words themselves, ask who was monitoring the driver and who was supporting the Driver? Invite the group to offer their own suggestions about what monitoring and supporting mean – either with definitions or examples.
10. Conclude by telling the participants that the next activity will give them a chance to explore their role in monitoring the implementation of the Lesson Plan Manual (LPM) and Pupil Handbook (PH).

Activity 4 Monitoring effective implementation of the LPM and PH 30 minutes

- Start by checking the participants' understanding of the term monitoring by asking them to answer the question below with a neighbour in turns: (1) What is monitoring?
- Take oral feedback from pairs and agree with them that monitoring simply means:
 - to observe and check the progress or quality of (something) over a period;
 - to keep an activity under systematic review;
 - the act of observing something (and sometimes keeping a record of it).
- Ask them to discuss with another neighbour, what monitoring the implementation of the LPM would mean by definition or example.
- Take feedback from pairs and agree with them that it means checking that teachers are delivering the lessons in the LPM effectively; or for example whether a teacher finished the lesson on time, used the number of minutes allocated to an activity or marked pupils work.
- You may also ask them to discuss with yet another neighbour, what delivering lessons in the LPM effectively would entail.
- Take feedback from pairs and agree that it would entail:
 - Delivering lessons timely, not in arrears
 - Delivering different activities within the time allotted
 - Being prepared for lessons
 - Achieving lesson objectives
 - Checking that pupils are learning the intended skills
 - Pupils are doing prescribed activities

- All children are learning (girls, boys, children with disability or learning difficulty)
- Evidence that teacher checked and corrected/marked pupils' work
- Evidence that teachers are praising learners effectively
- Pupils using the PH or being assigned homework from the PH
- Give each participant a post-it note to write one person (office) in the education system who they think should be responsible for monitoring or checking effective implementation of the LPM and PH in SS schools and stick it on the board or any convenient corner of the training room.
- Lead them to analyse and discuss their suggestions and agree that while SSOs, principals, inspectors/supervisors might all monitor the use of the LPMs and PHs, HoDs are better positioned by factor of their being closest to teachers and the teaching-learning process.
- Ask participants to discuss in their different groups the ways/things they could do to monitor the implementation of the LPM and PH by English and math teachers in their schools.
- Take feedback from groups and reinforce the following as some of the ways/tools for monitoring implementation of the LPM and PH.
 - Flash lesson observations
 - Full lesson observations
 - Interview with teachers
 - Interview with pupils
 - Checking pupils' exercise books
 - Focused group discussion with teachers
 - Focused group discussion with pupils
 - Use of checklists
 - Checking pupils' learning through short quizzes and tests

Session review

10 minutes

- Show participants chart B.1 again. Read each objective.
- For each one, ask what they did to try to achieve the objective.

Chart B.2 / Handout B.1 "Children learn BEST when...."

Statements for Activity 1: one set cut up per group, also on A4s.

1 Doing activities themselves	2 Listening to the teacher explain
3 Using a variety of materials	4 Chanting after the teacher
6 Working with, and helping others	5 Working individually after listening to the teacher's presentation
7 Building new learning on what is already known	9 Using only textbooks and the blackboard
8 Focusing on understanding and use of skills	10 Focusing on memorising facts
11 Working at their individual levels of ability	12 Everyone working at the same level of ability
14 Using what is learned practically	13 The teacher uses materials
15 Having time to practice new skills	16 Doing the same activity for a long time
17 Solving actual problems in their exercise books	18 Copying examples off the blackboard

Handout B. 2: Script for Driving Role-Play

Arrange chairs to suggest a car. The Driver sits in one chair, the Passenger in another. The Colleague should stand to one side or at the back of the room. Facilitator explains who is who.

[Driver pretends to be driving a car.]

Passenger: How soon do you want to get to Freetown?

Driver: I must be in the office by 4.00, so we must complete the journey in 3 hours.

Passenger: How long does it usually take you?

Driver: Longer than that; probably 4 hours because of the traffic.

Passenger: Is there any way of avoiding the traffic?

Driver: Maybe I could take some smaller roads. It's further to drive but should be quicker.

[Colleague phones Driver. Driver pulls over and answers his phone.]

Driver: Hello, Colleague. How are you?

Colleague: I'm fine. How is the journey? You remember that we want to start at 4.00?

Driver: Oh, no problems at all.

Colleague: Where are you now?

Driver: Just by-passing Bo junction.

Colleague: So, there's a possibility you'll be late?

Driver: Yes, but I think we can make it.

Colleague: Ok. I'll call you again later.

[They put their phones down. Driver starts driving again.]

[Driver notices something out of the window.]

Driver: Hey look! These people sell good mangos. I'll just pull over to get some.

Passenger: Hang on, how much time do we have left?

Driver: At least 45 minutes.

Passenger: Is that enough time to get to the office? We must be there by 4.00, remember.

Driver: I'm not sure. Maybe not. You're right, we shouldn't stop.

[The driver continues driving. The Colleague phones him again. Driver pulls over and answers his phone.]

Colleague: So, where are you now? Will I have to delay the meeting?

Driver: No, we're fine. We'll be there by 4.00.

Colleague: Great.

[The driver continues driving. The Colleague walks to the car, and the driver stops.]

Colleague: You made it in time! Well done!

Chart B.3 Tools/Ways for monitoring LPM

- Flash lesson observations
- Full lesson observations
- Interview with teachers
- Interview with pupils
- Checking pupils' exercise books
- Focused group discussion with teachers
- Focused group discussion with pupils
- Use of checklists
- Checking pupils' learning through short quizzes and tests

Session C: Supporting teachers to use the LPM and PH

90 minutes

Learning outcomes

By the end of the session, participants will be prepared to:

- lead a professional development meeting on return to school
- prepare and deliver the meetings
- monitor the effective use of the lesson plans and pupil handbooks

Materials

Chart C.1	Learning outcomes	Introduction
Chart C.2	Support roles of HoDs	Introduction
Chart C.3	Key features of adult learning	Activity 1
Chart C.4	Main themes on LPM use	Activity 1
Chart C.5	Preparing a PDM activity	Activity 2
Handout C.1	Planning a PDM	Activity 2
Handout C.2	Supporting the HoDs through the PDM	Activity 2
Handout C.3	Outline of the PDM	Summary
Handout C.4	Sample rubrics for PDM use	Summary
Handout C.5	Sample PDM agendas	Summary

Activity outline

Introduction		10 minutes
Activity 1	Conducting PDM and key messages	25 minutes
Activity 2	Preparing and delivering the meetings	45 minutes
Summary		10 minutes

Background for facilitators

The most difficult part of school level activities is the 'how' of doing things. Sessions A and B introduced the HoDs to two activities that should be carried out back in school.

1. Leading a PDM
2. Monitoring the use of the LPMs and PH

This session focuses more on 'what and how' of conducting PDM and monitoring the use of LPMs and PH. It is an action plan for HoDs in carrying out these tasks on return to school.

In this session you are going to prepare one of their major school-based tasks, to lead three one-hour professional development meetings (referred to in Session A).

After they have led the sessions, HoDs will need to discuss with the principals how the session went and how the two of you can follow up with the teachers.

Remember we are looking for change in the classrooms as a result of these meetings – not just successfully delivered meetings!

Introduction

10 minutes

1. Thank participants for returning on time and welcome them to the last session of HoD programme.
2. Show Chart C.1 'Learning outcomes' and read through with the participants quickly
3. Remind participants that in the last session they completed an activity about of HoD's relationships with their teachers.
4. Reflect quickly on this activity and check if participants remember.
5. HoDs' roles include support to teachers.
6. Display Chart C.2 which shows some of the support roles identified in last session.
7. Tell them that the next activities will look particularly at helping teachers to use the LPM and PH.

Activity 1 Conducting PDM and key messages25 minutes

1. Remind the participants that the last session took the HoDs through the conduct of a professional development meeting (PDM). A PDM should last for one hour with the teachers in their department.
2. We will now look at the practical steps to help them to carry out a PDM when they return to school.
3. In groups, ask participants to discuss for a few minutes what they would do to carry out the PDM and make it a success.
4. Show Chart C.3 and agree that the meetings should be based on the principles of adult learning.
5. Match the points they have made with the points on the chart. Eg: the teachers actively participate in the session matches with point 3 on the chart.
6. Finally agree that teachers are adults, whose time and experience need to be respected – and to hold a successful PDM they need adhere to these principles.
7. Explain that principals should hold three professional development meetings this term. It is a good idea to hold the meetings about using the LPM because this is something new for teachers and it is what they are receiving training on this week. The PDMs will help re-enforce what they learn and help them to implement the LPM and PH back in school.
8. Display Chart C.4 with the three points covered.
9. Ask the groups to discuss for a few minutes what the main sub-topic or theme (in a few words only) would be to ensure teachers are successfully using the

- LPMs. Take their suggestions and as they mention a theme, uncover it on the Chart. Agree that these are the main themes that help teachers to use the LPM well, and that they will try to address them in their meetings this term.
10. Point out that the PDMs may not be able to cover everything and should focus on the immediate needs of the school in terms of LPM use. Each professional development meeting should focus on one or two key messages only. You can always add other things in informal chats with your teachers or through demonstration teaching. But it is important to be focused in a PDM.
 11. Ask the groups to spend about 10 minutes thinking about what the key messages for each of the meetings should be relating to the 3 themes. I.e. what should the teachers be able to do after each meeting? Ask them to think of two key messages for each of the themes above (6 in all). Give each group 6 pieces of A4 and ask them to write one on each (large enough for everyone to see). Market place them briefly, and try and harmonise them. (If you feel they are way off message you may need to make some suggestions yourself).

Activity 2 Preparing and delivering the meetings

45 minutes

1. Divide the participants into groups and tell them they are going to work on preparing a PDM activity for one key message lasting no longer than 15 minutes each (which is shorter than the one they will do with their teachers), and then share what they have prepared.
2. Assign a key message to each group to identify what the teachers should be able to do after the meeting – and remind everyone that the purpose of these meetings is to try to bring about change in the classroom. The HoDs should then prepare to deliver the content that relates to their key message.
3. Show Chart C.5 and tell them they have 15 minutes to prepare and practice (keep telling them how the time is progressing as you go round and help them with their planning).
4. Ask each group to come and demonstrate their work, leading the session as a meeting.
5. At the end, ask for positive and helpful feedback, using “Two Stars and a Wish”. Make sure that you give some positive and helpful feedback yourself.
6. Finally ask the participants to all display their charts (market place). Praise everyone’s efforts (you could select a couple of really good ones for special commendation). Make sure the HoDs roll up their charts carefully for use back in their schools.
7. Let them know that their principals / SSOs will support them to facilitate these meetings in schools.

8. Give each pair the strips of paper (Handout C.1) describing different ways Principals / SSOs can support the head teacher to carry out the professional development meetings and tell them that they have to decide whether that type of support comes before the professional development meeting, during the meeting or after the meeting.
9. Give each participant Handout C.2 and ask participants to identify where they have put the answers in different places and discuss why they have put their statement where it is.
10. Principals / SSOs do not have to be present during the meeting but you should discuss it with them when they are available. If the principal / SSO is present, you could also plan the professional development meetings together and lead different parts. (Principals / SSOs should be careful not to not take over the meeting, but allow the HoDs to run it and then during the feedback afterwards they can raise any points or clarify any misunderstandings).

Session Summary

10 minutes

- Ask participants if they understand how to carry out a PDM and answer any questions. Tell participants that you have some more tools that they can take away to help deliver PDMs.
- Talk with the participants about different ways of organizing the professional development meetings so that all the teachers know when they are happening and their content. It might be useful to record the dates of the meetings on the school calendar if they have one or else write out and post the schedule outside their office so the teachers have enough notice to attend and can think about the topic.
- Give participants Handout C.3. They can keep this as a reminder of the format for a PDM.
- Give participants Handout C.4. This can be used as a guide on what to monitor to make sure teachers are using the LPM.
- Give participants Handouts C.5i and C.5ii. These are more examples of PDMs. Some HoDs may like to use this as a guide or for additional PDMs this term.
- Agree that leading these meetings gives some professional development to the teachers, and also working together in this way helps build the staff into an effective team.
- Go through the session objectives and see if people feel they have been covered. Agree with the HoDs that this is not an easy thing for them to do. and remind them that they will get some support from their principals / SSOs.

Chart C.1: Learning Outcomes

Chart C.2: Support roles of the HoD

- Conduct training and coaching
- Organise team teaching
- Have a lesson observation schedule prepared and shared among teachers
- Conduct lesson observations and give feedback
- Conduct flash observations in order to reach as many teachers as possible
- Organise preparation sessions for teachers weekly
- Provide teaching and learning materials where possible
- Allocate classes to teachers
- Carry out orientation for new staff
- Write reports on progress of teachers
- Hold periodic departmental meetings
- Arrange demonstration teaching
- Take custody of all materials for the department and share accordingly

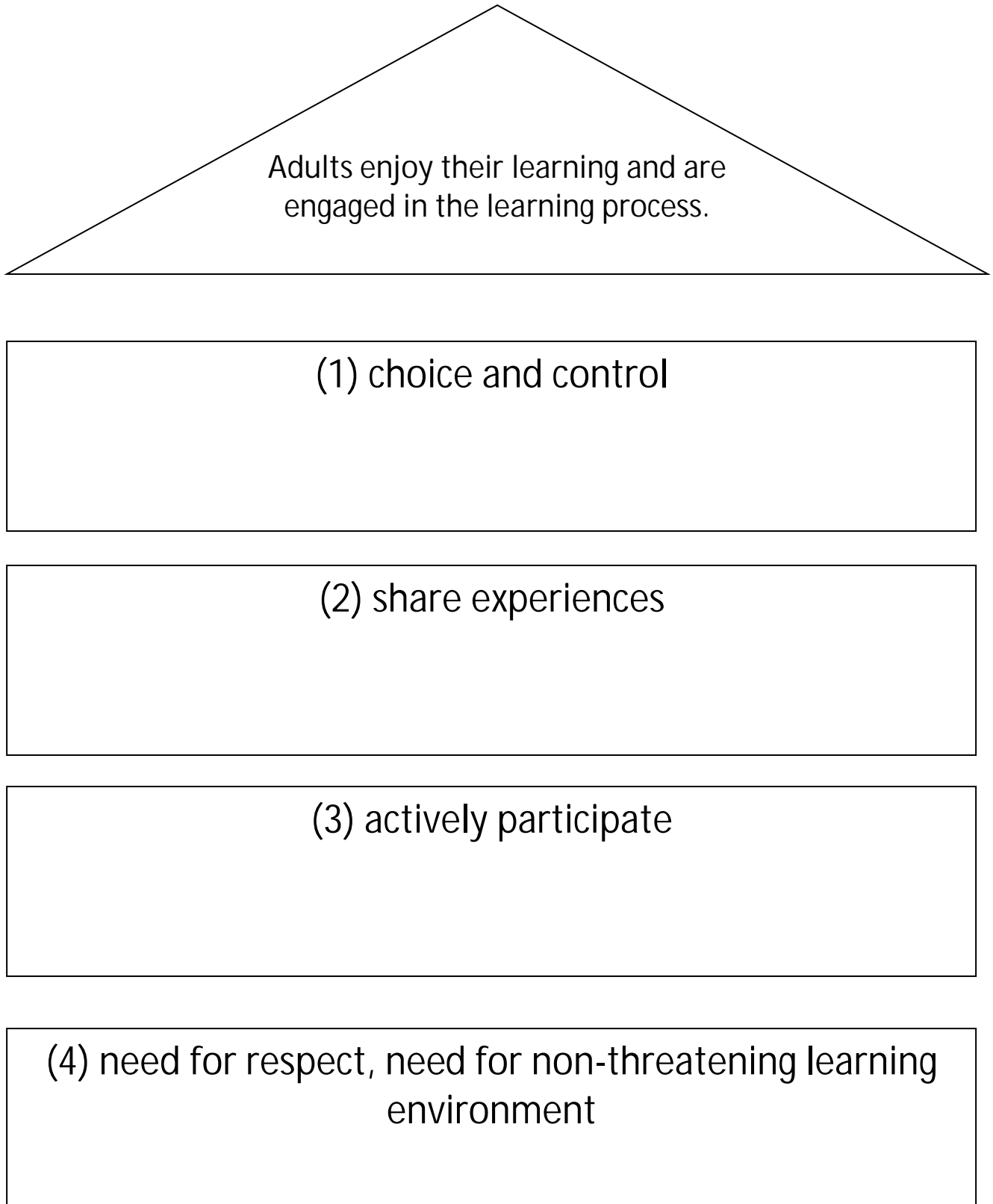
Chart C.4: Main themes of these session on LPM use

- teaching all steps of the lesson plan
- observing lesson timing
- linking teaching activities to objectives

Chart C.5 Preparing a PDM activity

- ✓ Think how you will introduce the meeting's topic (you will be delivering this only to your own teachers, so there is no need for Charts with objectives etc)
- ✓ You should make one chart that summarises the key messages (you should each do this so you have something to take back to school and you can choose the best one to present at plenary)
- ✓ Practice delivering the activity.

Chart C.3: Key features of adult learning



Handout C.1 Planning a PDM

to be cut into strips and given to each group

Discuss the meeting together identifying any areas where you think teachers might need more support

Together, plan different ways in which teachers could be supported to develop further

Discuss the meeting together, identifying where it went well and where you might need further support, using the two stars and a wish method of feedback.

Discuss the session outline together, clarifying anything that they don't understand

Together identify the key messages they want to put across to their staff

Support you to make a schedule of meetings and encourage you to communicate the dates and topics of the meetings to the teacher

Sit in the meeting and support you

Follow up after the meeting if they were not present

Think about how you could support the head teacher more effectively

Correct any misunderstandings.

Together, make any charts for the meeting

Run the meeting together, each taking different parts

Plan the meeting together

Handout C.2 Supporting the HoDs through the Professional Development Meetings

Before the meeting

Support you to make a schedule of meetings and encourage you to communicate the dates and topics of the meetings to the teacher

Discuss the session outline together, clarifying anything that they don't understand

Together identify the key messages you want to put across to your staff

Together, make any charts for the meeting

Plan the meeting together

During the meeting

Sit in the meeting and support you

Run the meeting together, each taking different parts

After the meeting

Discuss the meeting together identifying any areas where you think teachers might need more support

Together, plan different ways in which teachers could be supported to develop further

Discuss the meeting together, identifying where it went well and where you might need further support using the two stars and a wish format.

Follow up after the meeting if they were not present

Correct any misunderstandings.

Plan the meeting together

Handout C.3 Outline of the PDM

Have you *agreed* with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting
2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*
3. How will you share this information? (plan of activities for the meeting)
4. What happens next? (what will the teachers commit to do as a result of attending the meeting?)

Handout C.4 Sample rubrics for LPM use

You can use this as a guide to see how well your teachers are using the LPM (put a tick in appropriate box)

Attribute	minimal	some awareness	adequate	thorough understanding
following the pace of the LPM				
following steps of the LPM				
adhering to lesson timing				
linking teaching activities to objectives				
demonstrating adequate preparations through use of instructional materials				
demonstrating adequate preparations through mastery of the content				
checking that learning is happening				
linking Pupil Handbook to LPM				

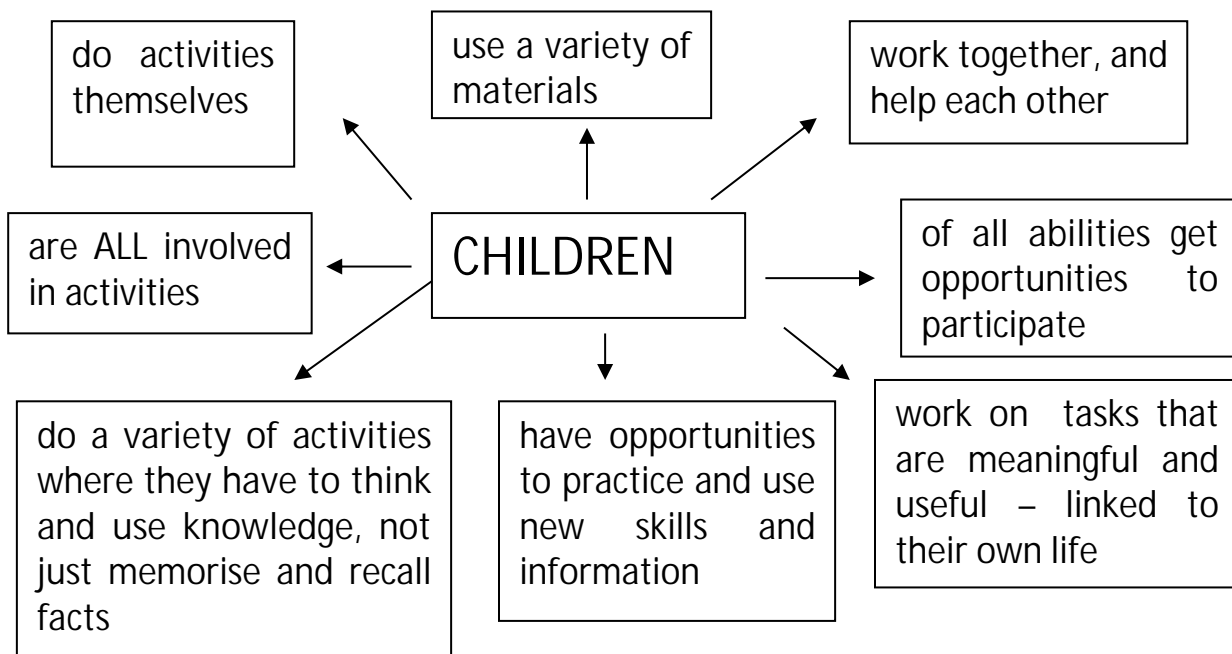
Handout C.5i

Sample PDM agenda

Session outline for a one-hour meeting to promote child centred learning

1. Introduce the topic of the meeting – what is child centred learning and why is it important? (no more than 5 minutes)
2. Ask the teachers what they already know and extend their knowledge using the Chart (you can cover the boxes). (15 mins)

Child centred learning



3. Main activity. Demonstrate a lesson from the LPM. Ask them what is good about the lesson? How can it be made even better (more child centred)? Lead a discussion. (30 mins total).
4. Summarise using your key messages. Here are two possible messages but you may use your own instead:
 - ✓ Children learn best when they are actively involved in their lessons (when they do things themselves)
 - ✓ All lessons can be made more child-centred.

Finally ask your teachers to try to make one lesson that they teach tomorrow (apart from the literacy and numeracy lessons) more child centred). Discuss what they did and what the result was next time you meet.

Handout C.5ii Sample PDM agenda

Session outline for a one-hour meeting to use Pupil Handbooks

1. Introduce the topic of the meeting. (10 mins) Use your key messages on a chart (you can cover each point). Here are four sample key messages, but you may use your own instead:
 - ✓ Learning time is wasted if children are just copying from the board
 - ✓ Learning time is wasted if children are doing nothing whilst the teacher is writing on the board
 - ✓ Pupils need to have opportunities to practice and use new skills and information
 - ✓ Pupils need to do a variety of activities where they have to think and use knowledge
2. Activity 1. (15mins) Using PH in class. Demonstrate how a PH can be used to show key information (e.g. a key passage in English or key formula in maths). Demonstrate that by asking pupils to look at it in the book they do not need to waste time copying large sections of text. Ask teachers to compare LPM and PH and see that the lessons have the same lesson number in both the PH and LPM. Ask them to look at the key information and see examples where they can ask pupils to look in the PH.
3. Activity 2. (15 mins) Helping pupils study with PH for homework. Look together at the PH. Look at the different activities and answers in the back of the book. Ask teachers to discuss three ways pupils could complete these activities outside of class. (E.g. on their own at home, in a study-group, in a school library or classroom). Remind teachers that they need to support pupils to do this.

Finally ask your teachers if pupils in their class have their Pupil Handbooks. Tell your teachers you are looking forward to seeing them being used. (Make sure that you praise those that are using them). Remind them that the SSO can support them to use the PH well.

Session A: Lesson observation cycle (for HoDs) 75 minutes

Session objectives

By the end of the session, HoDs will be able to:

- describe the overall lesson observation / feedback cycle
- explain the importance of frequent, regular, brief observations and feedback in improving pedagogy

Materials

Chart A.1	Session objectives	Introduction
Chart A.2	Lesson observation / feedback cycle	Activity 1
Chart A.3	Importance of regular, frequent obs. / feedback cycles	Activity 2
Handout A.1	Lesson observation / feedback cycle	Activity 1
Handout A.2	Observation form	Activity 3
Handout A.3	Observation / Feedback Tracker	Activity 3
Video Clip A.1	Components of observation / feedback cycle	Activity 1

Session outline

Session introduction	5 minutes
Activity 1 Lesson observation / feedback cycle	35 minutes
Activity 2 Importance of regular, frequent cycles; HOD schedule	20 minutes
Activity 3 Observation template and tracker	10 minutes
Session review	5 minutes

Session introduction

5 minutes

- Welcome participants thank them for arriving to training on time and ask a Muslim and a Christian to lead prayers.
- Agree on the ground rules as quickly as possible.
- Show them Chart A.1 – The session objectives.
- Go through each of the objectives.

Activity 1: Lesson observation / feedback cycle

35 minutes

- Ask the participants if they have done classroom observations and held feedback conversations with teachers before? Ask for a few volunteers to share the approach used with the group (e.g., scheduled visits, pre-meetings, 1-hour observations)
- HoDs will be using a slightly different model for coaching their teachers
- Though this observation/feedback model may be different from one you have used in the past – please keep an open mind, as this approach has been working in many places especially at the JS level in SL
- Point to Chart A.2 (and ensure that participants also have this as Handout A.1). The Lesson Observation / Feedback Cycle has 3 parts, which are observation, feedback and practice.
- Ask participants to mention a silent or hidden part that should be before observation could happen
- Agree that though preparation is cross-cutting for the 3 parts, it is essential to capture it before the cycle begins. Observation requires extensive preparations before the lesson could be delivered because we do not want the teacher to fail.
- Play back Clip A.1 Overview of the observation process and ask HoDs to share their reflections on the overall cycle. Did they notice all 3 steps of the cycle? Did anyone notice the extra step in the cycle? (preparation), How regularly should lesson observations happen? Who conducts lesson observations? (HoD, the Principal or a senior teacher) When should the schedule of observations be planned? (Beginning of each term)
- Lesson observations should be an encouraging positive experience for the HoD, teacher and pupils.
- Quickly recap with the participants the 3 parts of the cycle (ask them to describe them):
 1. First, the HoD observes the teacher while the teacher is conducting a lesson.
 2. The second step of the Observation / Feedback Cycle is to give feedback. Add that this is best when it is face-to-face with the teacher and when

using the 4-step feedback model, which will be discussed during the 3rd session.

3. The third step of the Observation / Feedback Cycle is Practice and Plan. In this step, after you've given the teacher the 1 area of improvement (also known as the key lever), you practice this area of improvement with the teacher. It's not helpful to tell the teacher what to improve and then to walk away. Instead, you'll practice the new skill or the new behaviour with the teacher and plan how it can be implemented into future lessons. For example, if the one area of improvement you give the teacher is to "Use pair work", you might ask the teacher to demonstrate a section of the lesson that uses pair work and guide her or him on how to ensure children work actively in pairs.
- Then the cycle begins again
 - Note that throughout the entire cycle, the HoD will be tracking progress – noting what is observed in a lesson, what feedback is given, what practice is done, and whether any evidence of change is observed in the following lesson observation. We will talk more about this tracking process later when we look at a report that the HoD will fill out.
 - *Explain that the "Core idea of Lesson Observation / Feedback Cycle" this term is ensuring all pupils are participating and learning with specific focus on organising children in different ways for learning.*

Activity 2: Importance of regular, frequent cycles

20 minutes

- Have HoDs read Handout A.2 for 3 minutes silently
- Assign one key point to a group and ask them to discuss in 2 minutes and choose someone to share what it means
- Review key points on Chart A.3 – Importance of regular, frequent observation / feedback cycles
 - More frequent observations actually reduce teacher stress (Frequent observations mean that if a teacher is having a bad day, it's not a big deal because you have many data points on what the classroom actually looks like. This takes some pressure off of teachers – they stop feeling like they have to be perfect every time you observe).
 - More observations = more accurate picture of what the teaching actually looks like (More observations mean more data points on what's actually happening in the classroom)

- More feedback = faster teacher improvement (By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty)
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change (People learn best when given small chunks of information at a time. If you give teachers too many areas of improvement, they’ll get overwhelmed and won’t be able to implement all of them. However, if you give teachers one small area of improvement each week, they’re able to focus on just that area and actually put it into their teaching practice)
- More cycles = more accountability (When you’re in classes more often, you’re more easily able to hold teachers accountable to the high standards that we’re expecting of them)

Activity 3: Observation form and tracker 10 minutes

- As you can imagine, when you are observing a teacher it will be important to document what you are noticing. You’ll pay attention to the things the teacher did really well and also try to determine the key lever (key improvement area) that will improve teaching and learning.
- HoDs will use an observation form every time they observe a teacher. You will use one form for each observation, and in this form you will write basic notes about what you’ve seen in the classroom. You will then take a picture of this form for your own records and, during the feedback conversation, give this form to the teacher.
- *Give Handout A.3 to HoDs*
- Tell them we will look at the forms together in subsequent sessions

Session review 5 minutes

- Show participants Chart A.1 again and go through the session objectives that have been covered.

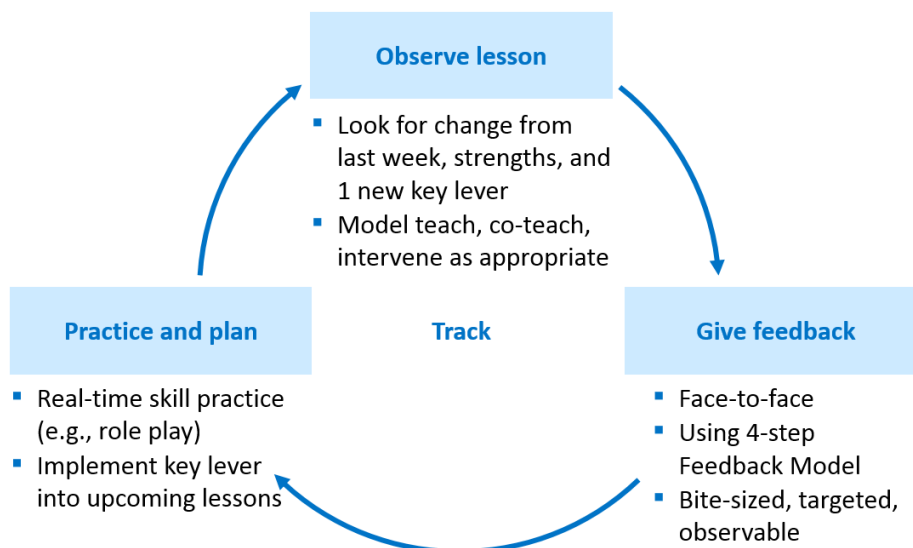
[Chart A.1]

Learning outcomes – Introduction to the observation / feedback cycle

By the end of the session, HoDs will be able to:

- describe the overall lesson observation / feedback cycle
- explain the importance of frequent, regular, brief observations and feedback in improving pedagogy
- establish initial level of comfort with lesson observation template and tracker

[Chart A.2]

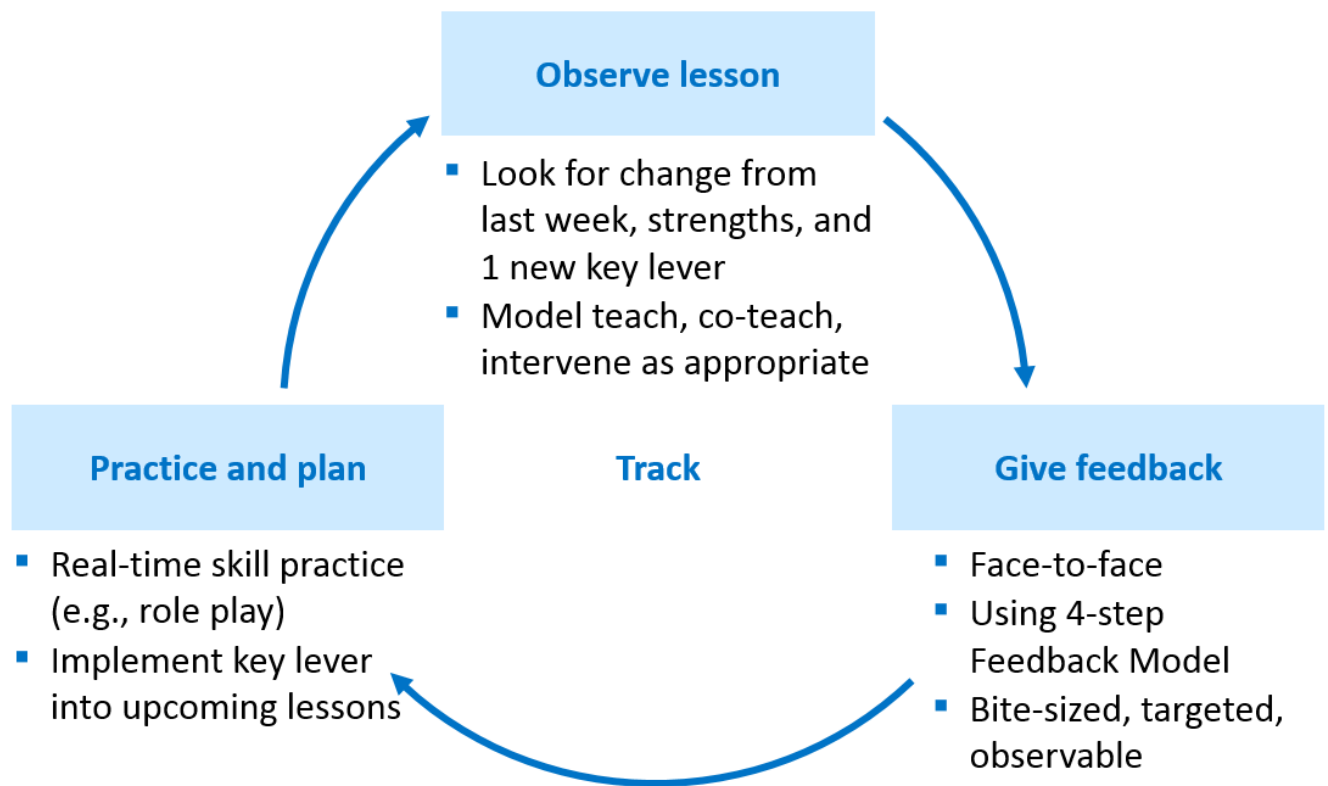


[Chart A.3]

Importance of regular, frequent observation/feedback cycles

- More frequent observations actually reduce teacher stress
- More observations = more accurate picture of what the teaching actually looks like
- More feedback = faster teacher improvement
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change
- More cycles = more accountability

[Handout A.1]





Leh Wi Learn

SSO Observation Form

Name of Observer	
-------------------------	--

Name of Teacher	
------------------------	--

Date		Class	
-------------	--	--------------	--

Subject (<u>Maths</u> or <u>English</u>)	
---	--

Lesson Objective	
-------------------------	--

What two things did the teacher do very well in this lesson?

Stars for the Teacher	Examples:
★	
★	

What actions will help the Teacher to achieve the wish?

A wish for the Teacher	What actions will help the Teacher to achieve the wish?
★	

Observation summary

To what extent did the teacher follow the lesson plan manual? (1= not using <u>LPM</u> ; 2 = following <u>LPM</u> loosely, 3 = following all parts of <u>LPM</u> ; 4= following all parts of <u>LPM</u> and prepared in advance)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Did the teacher use Positive Framing and avoid flogging?	<input type="checkbox"/> Y <input type="checkbox"/> N

Session B Preparations for lesson observation

60 minutes

Session objectives

By the end of the session, HoDs will be able to:

- describe the “Dos” and “Don’ts” of lesson observations
- identify the necessary steps to take in preparing for lesson observation process

Materials

Chart B.1	Session objectives	Introduction
Chart B.2/Handout B.1	Dos and Don’ts of lesson observations	Activity 1
Video Clip B.1	SSO and HoD meeting	Activity 2
Video Clip B.2	HoD and teacher meeting	Activity 2

Session outline

Session introduction		5 mins
Activity 1	Do’s and Don’ts of lesson observations	20 mins
Activity 2	Steps involved in preparing for lesson observation process	30 mins
Session review		5 mins

- Welcome back to the second session of HoD training
- Show them Chart B.1 – the session objectives.
- Go through each of the objectives.

Activity 1: Dos and Don'ts of Lesson Observations

20 minutes

- This activity takes a look at some desirable behaviours or actions to take while conducting lesson observation.
- In session 1, we identified preparation as key pre-step in the lesson observation cycle. Though it is cross cutting, preparation gets the HoD and teacher ready to maximise learning experience for children.
- Instruct the participants to move to a space in the room quickly, quietly and safely.
- Tell them they should move as you read out some statements about the Dos and Don'ts of lesson observation cycle. AS you read the statement they should decide if it is a 'do', 'don't' or 'unsure'.
- Statements:
 1. Raise up your hand to be called by the teacher to make some corrections
 2. Sit somewhere at the back of the class where you are not prominent
 3. Quietly speak with a couple of children to know what they learned a day before
 4. Respectfully ask students to stop noise
 5. Join in the class activities
 6. Observe both teacher and pupils
 7. Enter classroom quietly with phone on silent mode
 8. Be completing your LO form as the lesson proceeds
 9. Ask the pupils to stand up and greet
 10. Describe the purpose of LO in a meeting before the lesson
- As participants move, ask a couple of participants why they are where they are.
- Give Handout B.1 to participants for reference when they are back in schools

Activity 2: Steps involved in preparing for lesson observation process 30 mins

- Watch a 5-minute clip on preparations for lesson observation
- Ask participants in their groups to reflect on the interactions between the SSO and the HoD; HoD and the teacher taking down notes regarding preparations for the lesson observation.
- Take feedback and write responses about preparations on chart paper as they present.
- Ask subsequent groups to add to the points on the chart paper until all their relevant points are exhausted.
- Explain that the SSO supports the HoD to understand the preparation process
- Areas that the HoD should focus on when observing a lesson are identified (following the steps of the lesson plan, using the pupil handbook, pupils doing activities, pupils talking to each other)
- HoD also communicates these to the teacher. Ask them why. (In supporting teachers to improve, it is very useful to identify specific areas or skills one is interested in to target support. After mastering that specific skill, other skills become the focus for improvement until teacher attains the level we want
- HoD holds preparation meeting with her teacher to prepare and plan lesson
- HoD and teacher agree on two areas to focus on. These should be related to areas that the teacher has been learning about as part of her professional development.
 1. Meeting with teacher
 2. Agree a time and date
 3. Agree the observation focus (two things which the teacher has been learning about eg. the different ways that the teacher includes all pupils in the lesson and the way in which the teacher follows the steps of the lesson plan)
 4. Look at the lesson plan together (teacher talks the HoD through the lesson that she will teach while HoD prompts her for further explanations and activities the children will be doing)

Session review

5 minutes

- Show participants Chart B.1 again and go through the session objectives that have been covered.

Materials

Chart B.1 Lesson objectives

Chart B.2 / Handout B.1 Do's and Don'ts of Conducting Lesson Observations

What are some behaviours that we should definitely NOT do when we are observing teachers?

- DON'T:
 - Draw attention to yourself (e.g. enter the room noisily and instruct someone to bring you a chair)
 - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
- DO:
 - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting).
 - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
 - Try to sit / stand somewhere where you are not prominent
 - Observe the pupils as well as the teacher
 - Show interest in the lesson
 - Take notes in your notebook
 - Thank the teacher as you leave the classroom
 - Fill out your Observation Form immediately afterwards

- Welcome participants thank them for arriving on time.
- In the previous session, we looked at Dos and Don'ts of and preparations for lesson observations.
- This session will look at the actual lesson observation and how to carry it out effectively

Activity 1: Lesson Observation - Before, During and After25 minutes

- Say that this activity focuses more on what to do few minutes before a lesson observation (LO), during a LO and few minutes after a LO.
- Assign Before, During and After to groups. If the groups are many, 2 groups could have one task.
- Based on the learning so far, ask participants to quickly list and discuss what HoDs should do few minutes before, during and few minutes after the LO
- Read out some statements and ask participants to jump up if it is a task for their group
- Ask them why they stand or ask the others why they sit.
- Statements:
 - Walk briskly and quietly, and sit at the back of the class (before)
 - Take a notepad and a pen with you (before)
 - Complete the LO form (after)
 - Take a shot of the form (after)
 - Take a shot of the lesson to be taught (before)
 - Write in your notepad (during)
 - Go through the lesson step by step (during)
 - Greet the teacher (after)
 - Check children's work (after)
 - identify 2 strengths and 1 key lever from notes (after)
- Show participants a clip on HoD conducting an LO and then discuss the following points
- Explain that before LO, all items needed for the observation must be with the HoD. Examples are jotter, pen, lesson plan, LO form and reference books or reference pages
- Briefly go through the focus again to be sure of what to look out for
- HoD must ensure phones are on silent mode
- HoD must sit quietly at the back of the class before the lesson starts

- Explain that during lesson observation, the HoD looks for 3 things: 1) evidence that the teacher has made the change that you requested in the previous week; 2) at least 2 strengths in the teacher's performance today; 3) 1 area of improvement
- It's important to note that
 - i. the primary purpose of the observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning. Effective observation and feedback aren't about evaluation – it's about coaching.
 - ii. in future, depending on the relationship that the HoD has built with the teacher, the she may co-teach with the teacher, model teach (i.e., demonstrate teaching for the teacher), or even intervene in the lesson if the teacher and the HoD have a good relationship and the teacher is fine with this
- Explain that after LO, HoD must try to look for evidence of learning by checking pupils' books; appreciate the teacher before leaving the class; read through notes and identify 2 strengths and 1 key lever and use them to complete LO form; spend about 5 minutes to plan the feedback meeting and explore how to support the teacher in 1 critical area of improvement identified.

Activity 2: Practice filling out the Observation Form 30 minutes

- Review the Observation Form (Handout C.2) and provide each HoD with a few copies.
- Emphasize that (1) the key lever should come with specific action steps on how the teacher can improve and (2) the HoD should provide specific examples of each strength (star). E.g., the star may be, "Teacher has created a positive, welcoming classroom environment" and the examples may be, "Teacher smiled many times throughout lesson" or "Teacher called on students by name and joked with students" or "Teacher used clapping to celebrate student successes"
- Remind participants that for Term 3, we will have 2 main goals for our teachers: 1) they follow the LPM and 2) they ensure all learners are involved or participating actively in the lessons. This is why these 2 areas are included in the checklist on the bottom of the Observation Form.
- As a group, fill out the Observation Form together, one for each of the video clips. De-brief as a group after each form is completed

- First video: "Introduction" – Facilitator fills this out and explains to the participants.
- Videos 2 & 3 (Teaching and Learning) – Participants complete forms
- Video 4 (Practice) - Participants complete forms

Session review

2 minutes

- Show participants Chart C.1 again and go through the session objectives that have been covered.



SSO Observation Form

Name of Observer

Name of Teacher

Date

Class

Subject (Maths or English)

Lesson Objective

What two things did the teacher do very well in this lesson?

Stars for the Teacher

Examples:



What actions will help the Teacher to achieve the wish?

A wish for the Teacher

What actions will help the Teacher to achieve the wish?



Observation summary

To what extent did the teacher follow the lesson plan manual?
(1= not using LPM; 2 = following LPM loosely, 3 = following all parts of LPM; 4= following all parts of LPM and prepared in advance)

1 2 3 4

Did the teacher actively involve all learners in the lesson?

Y N

Session D Practice: Feedback & Practice/Plan 75 minutes

Session objectives

By the end of the session, HoDs will be able to:

- Explain what feedback is and describe the Dos and Don'ts of feedback
- Describe the "Practice/Plan" step of the Observation / Feedback Cycle
- Effectively lead practice / planning exercises

Materials

Chart D.1	Session objectives	Introduction
Handout D.1	Dos and Don'ts of Giving Feedback	Activity 1
Handout D.2	Common Key Levers and Suggested Practice	Activity 3
Handout D.3-D.5	4-Step Feedback Model with examples	Activity 1

Session outline

Introduction		3 minutes
Activity 1	Feedback, Dos and Don'ts	20 minutes
Activity 2	Practice and plan	20 minutes
Activity 3	Role plays on Feedback & Practice / Plan	30 minutes
Session Review		2 minutes

Session introduction

3 minutes

- Welcome participants
- Display Chart D.1
- Ask participants to remind you of the 3 steps of the Observation / Feedback Cycle (Observe, Give Feedback, Practice & Plan)
- Share that in this session, we will spend a few minutes on how to actually conduct feedback session and do the Practice and Planning in different situations.
- We will then spend more time role-playing feedback conversations (including the Practice & Plan piece) to better prepare for our school improvement

Activity 1: Feedback, Dos and Don'ts

20 minutes

- When we give feedback, we make sure the feedback has 3 characteristics:
 - 1) It is bite-sized: it is a small piece of feedback. You're not going to tell the teacher to improve all of their Teaching and Learning section. That's too much for the teacher to do – it's overwhelming. Adults are better at improving a small thing at a time. We will never give teachers a long list of improvements to make. In our feedback, we will give one bite-sized area of improvement – something that the teacher can fix in one week when we return to the classroom.
 - 2) The feedback should be targeted – i.e., it should be specific. We won't tell teachers to "improve your lesson delivery" – this is way too broad and not helpful. Instead, we'll be specific, for example, "Face the students when presenting new material or giving instructions"
 - 3) The feedback we give must be observation – something that we can observe. When we return to the classroom next week, we should be able to observe the change.
- Feedback conversations will likely need to take place after school (if teachers tend to teach non-stop from 8:30-1), which means you will likely schedule these in advance with teachers. Sometimes the teachers will be available at break or during lunch and you can do the feedback meeting then.
- Give Handout D.1 and take HoDs through the Dos and Don'ts of feedback.
- Take questions from participants for clarifications
- Invite them to watch feedback clip and check if good practice is visible, then compare with the Handout D.1
- Ask participants what the source of the discussion is (2 stars and a wish form)

- Participants are given the 4-step feedback model (Handout D.3) and read silently for 2 minutes then discuss for another 1 minute after.
- Ask a group to speak about each step to check for understanding.
- Give Handouts D.4 and D.5 to participants for reference
- Ask for questions if they want anything clarified further

Activity 2: How to Practice/Plan

20 minutes

- Ask participants to remind you why the Practice & Plan step of the cycle is so critical (Potential response: We are not very helpful as HoDs if we simply provide feedback and then walk away. We need to support the teachers in actually implementing the feedback and, when necessary, in developing the missing skills.
- This leads teachers to improve faster and also increases the chances that the teacher will actually act on the feedback- i.e., if you tell the teacher how to fix something, that's very different from SHOWING him how to fix it, PRACTICING fixing it together, and then looking at tomorrow's lesson plan and figuring out how to apply the new skill to that lesson. The teacher is much more likely to act on the feedback in the second case.
- Ask participants to turn to Handout D.2. They will now read each of the Key Levers and then work in pairs for 10 minutes to brainstorm what they could do in order to Practice and Plan with the teacher. One example is already filled in (*go through this with the group*).
- There may not be time to finish the entire worksheet
- De-brief whole group afterwards

Activity 3: Role plays on Feedback and Practice/Plan

30 minutes

- Ask participants to identify a pair in their groups that will act out the roles you will assign to them. Hand out the Role Play #1 prompts – one of the participants in the pair will be the "HoD" and the other will be the "teacher." They should NOT show each other their prompts!
- The other members of the team should watch keenly because comments will be taken from them first before the whole group
- Give participants 4 minutes to read their prompts and prepare (the HoD will need to write down how he/she will "Practice & Plan" with the teacher).

- Run the role play for 10 minutes, i.e., for the entire feedback meeting (Start at the very beginning of the feedback meeting with the teacher and do the entire meeting so that HoDs can role-play the “Practice & Plan” step)
- Repeat with Role Play #2. Whoever played the “HoD” in the first role-play should now be the “Teacher” and vice-versa.
- Debrief whole-group

Session review

2 minutes

- Show participants Chart D.1 again and go through the session objectives that have been covered.
- Ask participants for their key takeaways from this session that they will keep in mind during the school visits this week

Materials

[Chart D.1] Session objectives

By the end of the session, HoDs will be able to:

- Describe the “Practice/Plan” step of the Observation / Feedback Cycle
- More effectively deliver feedback and lead practice/planning exercises

[Handout D.1]

Dos and Don'ts of Giving Feedback

DON'T:

- Give feedback in front of other teachers (unless this is pre-approved by the group of teachers)
- Lecture the teacher on a list of the “mistakes” he/she has made
- Wait too long to give the feedback
- Criticise the teacher
- Be negative
- Get emotional

DO:

- Give feedback face-to-face (whenever possible)
- Describe observed behaviours and data (e.g., # pupils who raised hands), not character traits
- Be direct and honest
- Explain why you are recommending they make the change you suggest (the impact)
- Balance telling and asking questions/listening
- Give feedback in a timely fashion (i.e., as soon as possible after the observation)
- If the teacher gets emotional, deal with the emotions first
- Pay attention to the teacher's non-verbal cues
- Use positive, encouraging language and tone. Ask yourself “How would I feel if someone else said these things to me?”
- Remain professional

[Handout D.2]

Common Key Levers and Suggested Practice / Plan Exercises to Do With Teacher

Key Lever	Practice / Planning to do with teacher
Teacher needs to speak audibly	Ask teacher to open the LPM to tomorrow's lesson. Teacher stands in front of room and begins delivering the lesson while HoD stands in very back of room, gesturing to teacher if the volume is too low.
Teacher needs to follow all steps of the LPM	
Teacher needs to read and understand the lesson plan in advance of the lesson	
Teacher needs to prepare the board (with objective, practice problems, etc.) for the lesson in advance	
Teacher needs to be trained on the 5-step lesson plan structure	
Teacher needs to face the class when speaking	
Teacher needs to use positive language to encourage students	
Teacher needs to scan the room for compliance after giving instructions students know that there is accountability for following teacher's directions	
Teacher needs to increase speed of transitioning between activities (i.e., use class minutes more efficiently)	

Prompts for Role Plays (cut out)

Role Play #1

HoD: You have observed and met with this teacher a few times before. You have just finished today's observation and have decided on the Two Stars and 1 Wish to communicate to the teacher. You have not yet decided on how to Practice / Plan with the teacher. The feedback meeting begins in 3-4 minutes, so take a few minute right now to make your plan.

Two Stars:

Star #1: Teacher has created a positive, welcoming class environment

Examples: Students smile at teacher, laugh at teacher's jokes, pay attention to the lesson. This is different from how you've seen these same students behave in another teacher's classroom

Star #2: Teacher is following the 4-step lesson plan structure

Examples: Teacher clearly did a quick Opening (2 minutes) and Teaching and Learning (9-10 min) and then moved on to Practice right before you left the classroom (The teacher instructed the students to solve the problem $4x+5 = 13$ in pairs and said they'd review the problem as a class afterwards)

1 Wish:

Wish: Teacher needs to fully follow all parts of the LPM (Teacher, on two occasions, wrote the wrong answer on the board because he was using problems from his own head instead of those in the LPM. You wrote, in your notebook, that he solved the problem $3x + 5 = 2$ the following way:

$3x + 5 = 2; 3x = 3; x = 1$

Actions that Will Help the Teacher Achieve This Wish:

- Read the LPM for each day in advance and message HoD if any parts are unclear
- Hold the LPM in hand during the lesson, using the script and the exact problems that are in the LPM

Practice & Plan:

Teacher: You are pretty tired today and, at the beginning of the conversation, you're not really in the mood for feedback. It took you over an hour to get to school today in the rainy season and the school leadership changed your timetable for the 3rd time. Interrupt the HoD while he/she is giving feedback and start complaining about these things. If the HoD makes time to listen to you and then encourages you, then be in a better mood in which you're open to the feedback.

Role Play #2

HoD: You have observed and met with this teacher a few times before. You have just finished today's observation and have decided on the Two Stars and 1 Wish to communicate to the teacher. You have not yet decided on how to Practice / Plan with the teacher. The feedback meeting begins in 3-4 minutes, so take a few minute right now to make your plan.

Two Stars:

Star #1: Teacher knows students' names, despite having a large class size (50 students)

Examples: On several occasions, teacher called students by their name.

Star #2: Teacher clearly presents academic content so that students comprehend the key information and ideas. Explanations are coherent, cohesive, and correct.

Examples: Teacher very clearly explained the features of a semi-formal letter (during Intro to New Material). He/she emphasized the main points by increasing volume and using appropriate hand gestures.

1 Wish:

Wish: Teacher needs to be trained on the 4-step lesson structure. *(You see the teacher using the LPM and although he/she seems to be very strong at presenting the Teaching and Learning section, the teacher doesn't seem to understand what the 4 steps are, why they're important, and how much time to spend on each part).*

Actions that Will Help the Teacher Achieve This Wish:

- Review 4-step lesson structure with HoD (using the lesson plan)
- HoD to call teacher next week to see if teacher is getting comfortable with the structure and if there are any questions
- If necessary, HoD Model Teaches or Co-Teaches Practice and Closing with teacher (since teacher is already strong in Teaching and Learning)

Practice & Plan: ???

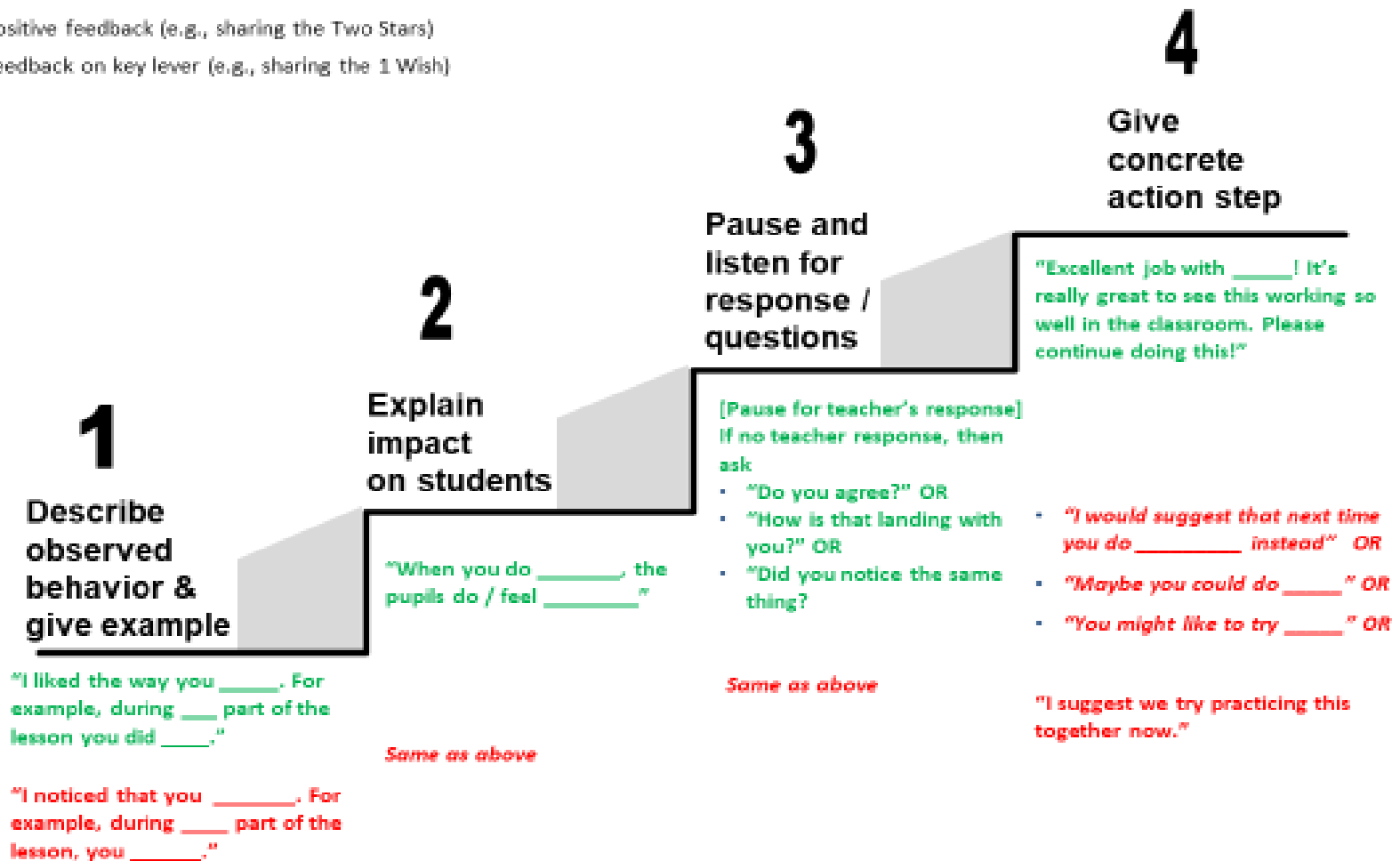
Teacher: You are happy to receive help, especially since you've been frustrated lately that students are still struggling with the content even though you've started using the LPM.

Pretend that you don't fully understand the 5-step structure until, during Practice / Plan step, the SSO actually practices the 5-steps with you. For example, SSO could stand up and Model Teach tomorrow's lesson for you, showing you what the Guided Practice and Independent Practice are supposed to look like.

4-Step Feedback Model

Four steps to giving effective feedback

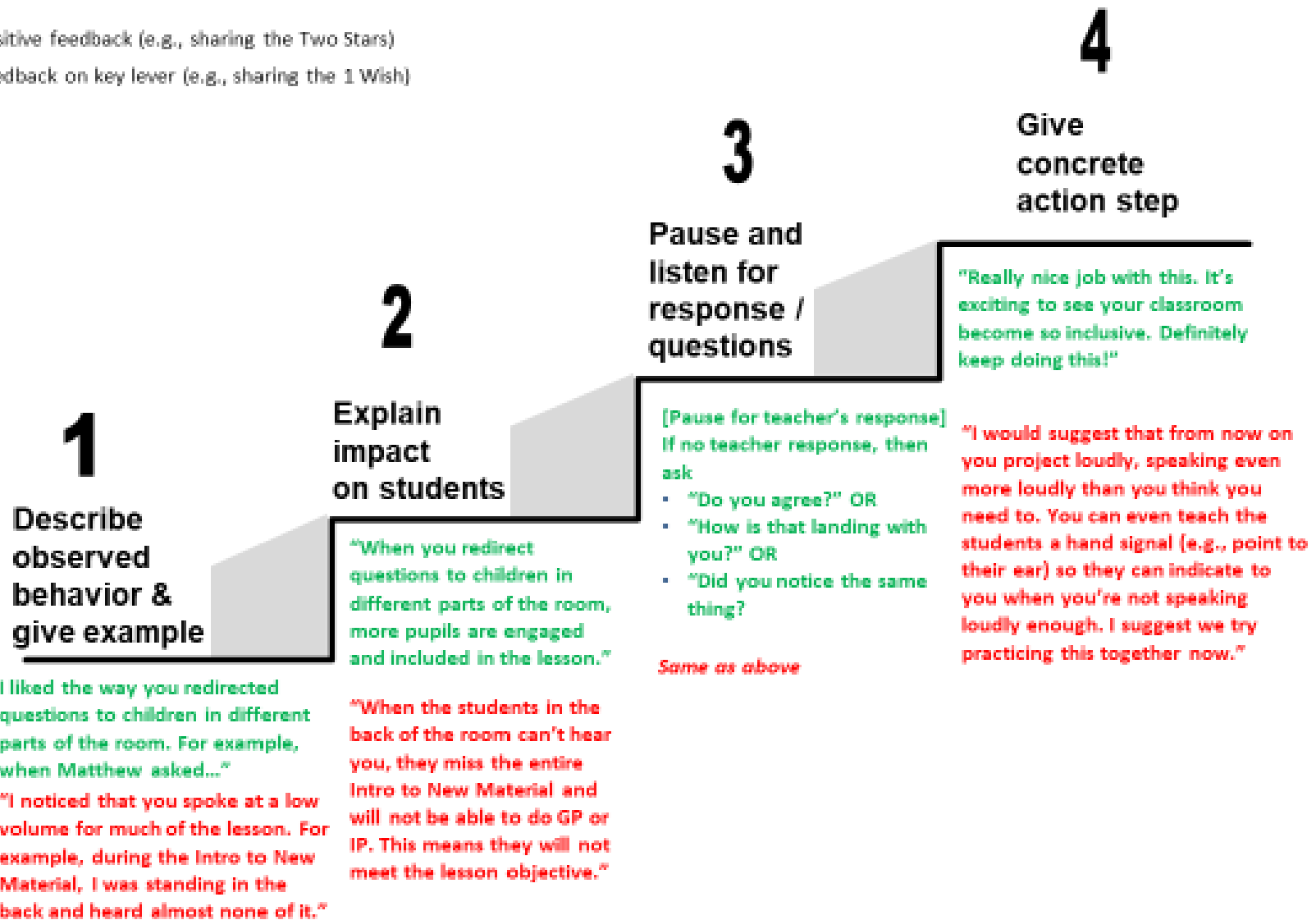
- Positive feedback (e.g., sharing the Two Stars)
- Feedback on key lever (e.g., sharing the 1 Wish)



4-Step Feedback Model – Example #1

More directive feedback

- Positive feedback (e.g., sharing the Two Stars)
- Feedback on key lever (e.g., sharing the 1 Wish)



4-Step Feedback Model – Example #2

Less directive, more collaborative feedback

Teacher is a more experienced and more self-aware so the SSO uses a more collaborative approach in which he/she asks more questions and includes the teacher in the process of identifying the strength and/or key lever.

