



LRTT Course

2018/19 Edition

Contents

- 1 Introduction
- 2 Course Objectives
- 3 Cyclical Model for Professional Development
- 4 6 Principles of Effective Teaching
- 5 Mindset
- 7 Climate for Learning
- 9 Preparation for Teaching
- 11 Teaching for Learning
- 13 Assessment for Learning
- 15 Professional Culture
- 17 Designing your PD Sessions
- 18 Seven Steps of Planning
- 19 Exemplar Session
- 20 Learning Experiences
- 21 Strategies
- 25 Steps for Effective Feedback
- 26 Coaching Questions
- 27 Effective use of Time in Schools
- 28 Glossary
- 29 Acknowledgements | Additional Links

Introduction

A focus on mutual empowerment

This course is designed to empower teachers at all levels to develop their practice and improve teaching quality. The programme design provides teachers with a unique opportunity to be part of an equitable exchange that upskills and energises teachers, while strengthening local organisations.

A focus on collaboration and sharing

The structure and content of the course has been designed in partnership with locally-led education development organisations around the world. It reflects the needs of a diverse range of teachers working in limited resource contexts and promotes a culture of sharing and collaboration amongst teachers.

A focus on sustainability

Tracking the development of in-country teachers, along with building networks of lead teachers is important if we are to provide year-round professional development for teachers across our communities. Going beyond a superficial exchange of knowledge and skill, it also supports teachers to reach a level of mastery to improve student outcomes.

A focus on innovation

We hope that in its current form, this course can become a valuable resource for all teachers who come into contact with it and provokes thought and ignites creativity, too. Great importance is placed on the necessity to continually innovate and evolve our course, we are driven by the diverse knowledge and experience that Fellows and in-country teachers bring to our community.

Course Objectives

1 Equitable Exchange

To enable an equitable exchange of ideas and practices across teachers in all contexts so they can be the drivers of change in their classrooms.

2 Base of Understanding

To have a strong base of understanding and a guided approach from which to support the Professional Development (PD) of both Fellow and in-country teachers.

3 Reflective Practice

To reflect on how using the model of 6 effective teaching practices supports the design, delivery and continuation of high quality Professional Development.

Mutual Empowerment

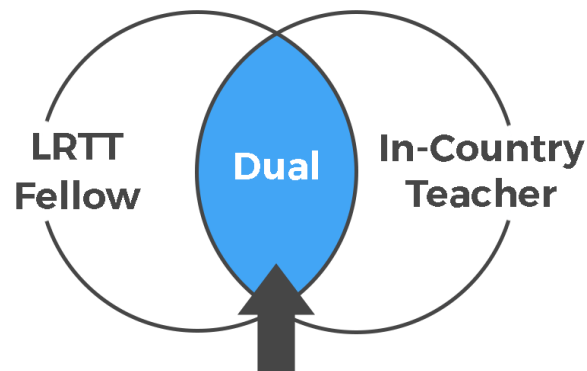
Whether you're an LRTT Fellow, in-country Teacher, Partner, or Head Teacher of a School, the course is designed so that anyone can take away some valuable learning.

In-country Teachers

- Participate in professional development
- Experiment with new teaching practices
- Reflect on the impact of these practices

LRTT Fellows

- Facilitate professional development
- Experience education in a new context
- Reignite passion for education



All Teachers

- Share teaching & leadership experience
- Develop mindset, knowledge, & skills
- Grow as a global educator
- Feel an increased sense of value as a teacher
- Better connected to global learning
- Energised and empowered

Small Working Groups

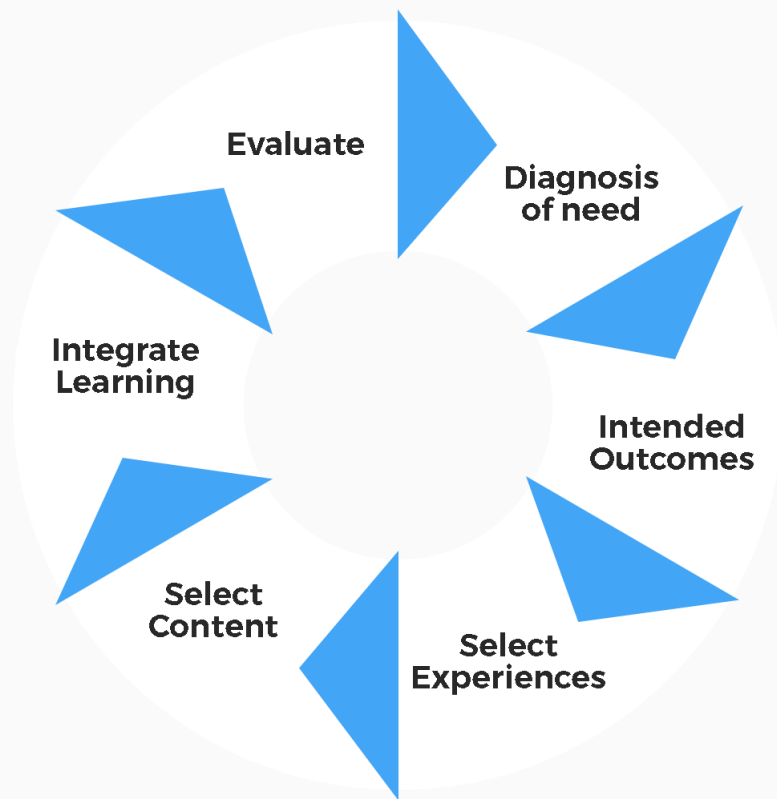
Each pair of Fellows works closely with 8-10 in-country teachers. A small group dynamic allows for rapid understanding, targeted support, and opportunities to practice new strategies. It also enables Fellows to observe their teachers and allows for meaningful coaching sessions so teachers can get meaningful feedback



Cyclical Model for Professional Development

Rational Cyclical Model | Daryl Wheeler

The Wheeler 'Cyclical' model, asserts that the design of training development should be a continuous cycle, which is responsive to changes in the education environment while making appropriate adjustments to account for these changes.



Diagnosis of Need

Diagnose the needs of your in-country teachers.

Intended Outcomes

Express learning outcomes in terms of expected behavioural changes.

Select Learning Experiences

Design learning experiences that give opportunities to achieve expected changes in behaviour.

Select Content

Pragmatically select content that takes into account the expected changes in behaviour.

Integrate Learning

Ensure that training experience and content used are integrated and interrelated.

Evaluate

Evaluation should focus on collecting information to inform diagnosis of future training needs.

6 Principles of Effective Teaching

Mindset

- Growth Mindset
- GRIT
- Daily Mood
- Motivation

Professional Culture

- Championing the Teaching Profession
- Humility and Integrity
- Development of Self and Others
- Contribution to School Culture

Assessment for Learning

- Feedback
- Formative Assessment
- Using Data as Information
- Responsive Teaching



Climate for Learning

- Teacher Presence
- Look and Be Seen
- Proactively Manage Student Behaviours
- Repair Relationships

Preparation for Teaching

- End of Unit Planning
- End of Lesson Planning
- Quality First Teaching
- Effective use of Lesson Aids

Teaching for Learning

- Use of Teacher Talk
- Modelling and Demonstration
- Questioning Student Learning
- Teacher:Student Talk Ratio

Theoretical Concepts	Intended Outcomes	Strategies
<p>o Growth Mindset C. Dweck Mindset (2006)</p> <p>Approaching tasks with a growth mindset rather than a fixed mindset helps people to fulfil their potential.</p>	<ul style="list-style-type: none"> Teacher uses positive language to promote students' beliefs that their ability is not fixed Teacher demonstrates a growth mindset about their own teaching ability 	<ul style="list-style-type: none"> Use of 'Yet' Three Before Me <p>+</p> <p>+</p>
<p>o Grit A. Duckworth GRIT (2017)</p> <p>Hard work and effort support skill development which leads to results. Effort has more importance than talent.</p>	<ul style="list-style-type: none"> Teacher uses and promotes discussion as a mechanism to isolate and develop particular skills when faced with a skills gap Teacher values effort through the development of classroom norms 	<ul style="list-style-type: none"> Precise Praise Culture of Error Break it Down <p>+</p> <p>+</p>
<p>o Daily Mood H. Ginnot Teacher & Child (1972)</p> <p>The personal approach creates the climate in any given circumstance. The 'daily mood' makes the weather.</p>	<ul style="list-style-type: none"> Teacher is aware of how their actions and words influence the mindset of students and is intentional about this Teacher identifies and expresses their own thoughts and emotions appropriately Teacher recognises and seeks to reduce negative responses to situations 	<ul style="list-style-type: none"> Positive Framing Emotional Consistency <p>+</p> <p>+</p>
<p>o Motivation E. Deci & R. Ryan Intrinsic & Extrinsic Motivation (1985)</p> <p>Extrinsic motivation links to the performance of an activity in order to "attain a separable outcome." Intrinsic motivation refers to doing an activity for the inherent satisfaction of the activity itself."</p>	<ul style="list-style-type: none"> Teacher is intentional about their actions and words, knowing they influence student mindsets. Teacher knows that motivation can be both intrinsic and extrinsic, appropriately using both to support student progress. Teacher seeks to reduce negative responses to learning by using positive framing and reinforcements. 	<ul style="list-style-type: none"> Precise Praise Name the Steps <p>+</p> <p>+</p>

Aims:

1. To understand how the concepts within mindsets apply in a range of school related settings
2. To investigate how thoughts and beliefs affects action both in and out of the classroom

Overview

Possessing and embodying certain qualities of mindset directly affect how both teachers and students perceive their role in fulfilling their potential.

Why is it important?

Mindset is important because it's the link between what a teacher believes is possible for themselves and their students, and the actions they take to get there.

The Investigation

The purpose of the investigation is to help all teachers make explicit the links between their beliefs and actions, which underpin all other principles of effective teaching.

Observable Actions

What to look for

Observe the language and interactions teachers use with their students throughout a lesson.

- Consider what the teacher says/does to students at different points in the lesson and what students do/say in return
- Consider how body language is used by both teacher and student

→ Language that praises effort and process rather than ability and talent

→ Open and positive body language when interacting with students or other staff

Observe teachers in various interactions (e.g. group vs one-on-one /teaching vs coaching).

- Consider the actions the teacher takes when faced with a skills gap that they need to develop
- Observe conversations the teacher may have that offer support, and consider their impact

→ Techniques teacher uses to greet all students at the start of a lesson

→ How teacher responds to challenges and setbacks when teaching a lesson or receiving training

Structured Conversations

Prompts

Discuss views related to development:

- Their views about their students holistic potential
- The strategies they use to make the link between thoughts and actions explicit

→ Do their limit the potential for change in student/teacher actions?

→ What opportunities do they take to develop positive beliefs and actions?

Discuss emotional resilience:

- Reflections of how mood affects thoughts and if/how they are enacted
- Awareness of reactions to different environments (e.g. conferences, observed lesson, peer discussion etc.)

→ What is the main driver for the development of self and/or others?

→ Are they able to visualise and talk about the changes they believe they could make in their own and their students lives?

Theoretical Concepts	Intended Outcomes	Strategies
<p>o Teacher Presence A. Mehrabian Non-verbal Communication (1972)</p> <p>Expression of communication is greater than word choice alone - 7% word choice, 38% word delivery, 55% facial expressions</p>	<ul style="list-style-type: none"> Teacher creates a classroom environment that is welcoming and motivating for students to learn Teacher actively manages how they communicate with students (and others) to develop and maintain a positive environment 	<ul style="list-style-type: none"> Strong Start What to Do Least Invasive Intervention <p>+</p> <p>+</p>
<p>o Look and Be Seen A. Bandura Social Learning Theory (1977)</p> <p>Children pay attention to people's behaviour to understand and internalise it. Perception of consequences will determine if children will copy actions or not</p>	<ul style="list-style-type: none"> Teacher regularly circulates around the room to offer support and preempt any situations that may escalate from non-engagement Teacher uses positive and least invasive verbal and non-verbal gestures to promote student compliance to expectation 	<ul style="list-style-type: none"> Precise Praise Circulate Make Compliance Visible <p>+</p> <p>+</p>
<p>o Proactively Manage Student Behaviours B. Skinner Schedules of Reinforcement (1957)</p> <p>Behaviour which is reinforced is often repeated. Positive reinforcements have greater returns than negative ones</p>	<ul style="list-style-type: none"> Teacher uses a range of positive strategies to manage low level disruption and prevent situations from escalating Teacher maintains minimum line of expectation which is equal to all pupils in the class and responds in a calm and measured manner students when situations escalate 	<ul style="list-style-type: none"> Least Invasive Intervention Positive Framing Precise Praise <p>+</p> <p>+</p>
<p>o Repair Relationships T. Wachtel Restorative Justice (2009)</p> <p>Restorative justice is a process involving victims, offenders (and others) to support them in taking responsibility for their actions to reach a resolution.</p>	<ul style="list-style-type: none"> Teacher responds appropriately to students and colleagues after a negative interaction to rebuild the relationship Teacher focuses on the potential to change behaviours, not on behaviours that have gone before 	<ul style="list-style-type: none"> Precise Praise Name the Steps <p>+</p> <p>+</p>



Aims:

1. To have an understanding of how teachers create classroom environments that support student learning
2. To investigate behavioural strategies used to uphold and maintain positive relationships

Overview

Classroom climate refers to the prevailing mood, attitudes, standards, and tone that you and your students feel when you are in the classroom.

Why is it important?

A positive classroom climate that feels safe, respectful, welcoming and supportive is conducive to learning.

The investigation

The purpose of the investigation is to consider the importance of 'climate' within a classroom and how we as teachers are responsible for establishing and upholding a climate that supports learning.

Observable Actions

What to look for

Observe the first 5 minutes of a lesson. How does the teacher establish a welcoming and motivating environment?

- Consider what the teacher says/does when giving instructions and how students respond to these
- Consider how groups of/individual students are treated during conversations that are both positive & reinforcing

→ How the teacher greets students/peers (either individually or as a group) and any occurring patterns

→ If and how the teacher seeks to consistently demonstrate the attitudes, values and behaviours that are expected of students

Observe how the teacher responds to unexpected classroom events and/or towards students after a negative interaction.

- Consider how quickly the teacher resumes the focus of the learning for all
- Consider how the teacher chooses to frame these interactions (e.g. fixating on person or their behaviour)

→ How the teacher links students' behaviour to their learning

→ Speed and type of reactions to both unexpected and more familiar situations involving students and/or peers

Structured Conversations

Prompts

Discuss the class environment:

- What their baseline 'level of expectation' of student behaviour is and how this is communicated to students
- Any sanctions and rewards they give to students, including any rationale and reflections related to their effectiveness

→ Are instructions clear and simple for students to understand and follow?

→ Are there parts of the learning space that the teacher regularly goes into or avoids? How obvious is this to both the teacher and others in the space?

Discuss systems of reward and sanction:

- How these seek to preempt escalations of behaviour from students
- How students are encouraged to self regulate their behaviour to support a positive learning environment

→ Are there patterns of behaviour that students or peers, along with teacher, exhibit that help or hinder positive interactions?

→ How does the teacher make use of public or private space when discussing positive and/or reinforcing behaviours?

Preparation for Teaching | Concepts, Intended Outcomes & Strategies

Theoretical Concepts	Intended Outcomes	Strategies
<p>o End of Unit Planning J. Bruner Process of education (1960)</p> <p>Structuring the teaching of complex information at a simplified level first and re-visiting at more complex levels later on.</p>	<ul style="list-style-type: none"> Teacher can explain how a sequenced series of lessons builds upon prior student learning; and leads towards a planned assessment Teacher can explain the importance of objective setting, relating this to backward planning and a spiralled curriculum 	<ul style="list-style-type: none"> Double Plan Begin With the End in Mind Breaking Down Knowledge and Skills <p>+</p> <p>+</p>
<p>o End of Lesson Planning B. Bloom Taxonomy of educational objectives (1956)</p> <p>Measurable statements that articulate what students should know or do by the lesson's end & help explain how these feed into a longer sequence of learning.</p>	<ul style="list-style-type: none"> Teacher can explain the importance of using learning outcomes that are well pitched and suitable in challenge for their students Teacher is proactive in meeting student needs by: <ul style="list-style-type: none"> - choosing appropriate objective linked learning activities - giving enough time to practice areas of skills linked to objectives - allowing extended time for students to engage with set tasks 	<ul style="list-style-type: none"> 4 M's 'I Do', 'We Do', 'You Do' Practice Makes Permanent <p>+</p> <p>+</p>
<p>o Quality First Teaching D. Willingham & D. Daniel Teaching to What Students Have in Common (2012)</p> <p>Teaching to common learning characteristics are more effective than focusing on individual differences.</p>	<ul style="list-style-type: none"> Teacher understands the importance of refreshing their subject knowledge in preparation of lesson planning & is active in doing so Teacher uses evidence of previous lessons & units taught to build up a picture of common student errors & learning misconceptions Teacher routinely ensures that planned lessons consider students' common learning traits and can explain specific activity choices 	<ul style="list-style-type: none"> 'Must Have & Could Do's' Planning to the Most Able Inclusive Practice <p>+</p> <p>+</p>
<p>o Effective Use of Lesson Aids K. Graves Designing Language Course (2000)</p> <p>Using resources at activity and unit levels to help plan and deliver lessons which meet learners' needs.</p>	<ul style="list-style-type: none"> Teacher demonstrates awareness of a range of resources available to aid learning (including the outdoor classroom) and can express the benefit of their use to both teaching and learning Teacher is intentional with use of lesson aids at planning stage and regularly conducts evaluations post lessons to inform future use Teacher is active in sharing observations and reflections gained from practise to extend their and others pedagogical knowledge 	<ul style="list-style-type: none"> Annotation of key texts, words and definitions, as part of premortem Using the outdoor classroom as a lesson resource <p>+</p> <p>+</p>

Aims:

1. To understand how teachers apply different pedagogical approaches to the planning and preparation of student learning
2. To investigate the teachers' role in preparing lessons that engage and develop students

Overview

Quality lessons begin with quality planning, therefore how a teacher prepares for teaching is one of the most predictable measures of student outcomes.

Why is it important?

Often, poor engagement and low cognitive output is misdiagnosed as being the fault of the child, but is rooted in the effectiveness of the planning stage.

The Investigation

The purpose of the investigation is to highlight the role that planning plays in the cognitive development of students, including; the importance of devoting time before a lesson to think through what students are required to learn; the order, and; how any chosen resources can best support this.

Observable Actions

What to look for

Observe the parts of a lesson when a teacher is opening and closing an activity.

- Consider the ways in which the teacher links activities this lesson to previous and future lessons
- Consider how the teacher uses the lesson objectives and outcomes to form a narrative of the learning journey

- Teacher refers to prior knowledge
- Students faces when tasks are being explained
- Number of conceptual versus procedural questions asked by students

Observe the learning activities during the lesson.

- Consider how they been appropriately pitched to help all students meet the learning objectives/outcomes
- Consider how the teacher models and/or sets up the activities ahead of students completing them

- Balance of time allocated for students to complete tasks and/or practice skills
- Teachers reactions and preparedness to support and stretch students

Look for any teaching aids used within the lesson.

- Consider how the teacher sets up their use (e.g. support learning objectives or replace teaching)

- Resources are used for their purpose
- Use of resources are linked back to learning objectives

Structured Conversations

Prompts

Discuss objectives and intended outcomes of a lesson:

- The focus of a lesson (skill or content) and what rationale has informed this decision
- The data used to support choices related to lesson content (e.g. students books, recent test scores)
- Use of their subject pedagogical knowledge (PCK) to inform how to teach particular content

- How has the teacher prepared to scaffold material to stretch and support students?
- How time and effort intensive was it for them to plan such a lesson, and is it sustainable?
- Do they complete exams themselves to know what knowledge and skills are required?
- Are they aware of common misconceptions that students have about a topic?

Theoretical Concepts	Intended Outcomes	Strategies
<p>o Use of Teacher Talk L. Vygotsky Mind in society (1978)</p> <p>Learning occurs through social interaction with a skilful tutor who may model behaviours and/or provide verbal instructions for the child.</p>	<ul style="list-style-type: none"> Teacher understands and can articulate the link between what they say and how they say it and the links with: student learning; classroom climate; engagement and response. Teacher makes use of different talk types (explanation, modelling, explanation) during lessons to promote student engagement and understanding 	<ul style="list-style-type: none"> Scripting Effective Instructions <p>+</p> <p>+</p>
<p>o Modelling & Demonstration J. Hollingsworth & S. Ybarra Explicit Direct Instruction (2009)</p> <p>Delivering lesson content by teachers giving students information or by instructing them on how to do something with that information.</p>	<ul style="list-style-type: none"> Teacher recognises links between using a range of exemplification strategies and student learning and attempts these in lessons Teacher understands the importance of demonstration strategies (Dual Coding; Naming the steps; etc) to student understanding, making attempts to use these in lessons Teacher understands the importance of making process of thought & action explicit when modelling tasks in front of students 	<ul style="list-style-type: none"> Making Steps Explicit Making Steps Memorable Use of Props or Prompts <p>+</p> <p>+</p>
<p>o Questioning Student Learning B. Bloom The Cognitive Domain (1956)</p> <p>Questions 'check for understanding', using student responses as data to inform next steps, or 'develop understanding', to stretch students' cognition.</p>	<ul style="list-style-type: none"> Teacher regularly challenges students first response to a question to encourage deeper thought and better oracy Teacher plans questions to students in advance of lesson to ensure these support and stretch all learners throughout the lesson 	<ul style="list-style-type: none"> Open & Closed Questions Higher Order Questioning Wait Time <p>+</p> <p>+</p>
<p>o Teacher:Student Talk Ratio R. Alexander Towards Dialogic Teaching (2015)</p> <p>Teacher encourages students to learn from each other by planning opportunities for them to explore ideas & understanding further through scaffolds including talk.</p>	<ul style="list-style-type: none"> Teacher plans regular opportunities for paired/group work, recognising it as a meaningful stage of student learning before students complete individual tasks. Teacher consistently plans lessons to ensure students are contributing the most in lessons and thinking hard 	<ul style="list-style-type: none"> Group Discussion Thinking Aloud Double Plan <p>+</p> <p>+</p>

Aims:

1. To understand how choices of teachers' actions and instructions affect learning and student outcomes
2. To investigate the effectiveness of teachers' actions and interventions to students' learning

Overview

Teaching is very performance based. How a teacher introduces and gives importance to what is taught is strongly linked to how students engage with and maintain interest in what they are learning.

Why is it important?

Students understand new ideas (things they don't know) by relating them to old ones (things they do know). The combination of explicit instructions, clear explanations and skilful questioning help to cement practice and/or unlock new learning in students.

The Investigation

The purpose of the investigation is to break apart all of the little things that teachers do in the live practise of teaching that are sometimes implicitly embedded. Understanding how every action contributes to students learning supports the concept of intentional teacher actions.

Observable Actions

Observe the parts of a lesson which precede student-led activities:

- Consider the purpose and effectiveness of explanations, models or demonstrations used to exemplify concepts and/or skills
- Consider how frequently teacher offers re-explanations at whole class, specific groups or individual student levels

Observe the parts of a lesson dedicated to checking student comprehension or contribution to the lesson:

- Consider the ratio between questions or (re)explanations from the teacher & questions/clarifications from students
- Consider how often students are encouraged to expand upon their own or a peer's answer



What to look for

- Clear and concise explanations
- Examples given before abstract concepts
- Frequency of instructions that are procedural or conceptual
- How long students remain engaged on tasks
- Types of questions asked (e.g. open/closed)
- Who questions are typically directed to
- Engagement of other students during this time
- Signs that show students have understood

Structured Conversations

Discuss the use of words and actions in lessons:

- Use of tone to draw attention to key learning, increase pace or motivate students
- Choice of words used to emphasise important procedural steps when working through complex tasks
- When models or demonstrations are used and why

Discuss how the teacher involves all students in lessons:

- Creation of opportunities for students to learn from each other
- Inclusion of student contribution to (re)explanation of difficult concepts or skills



Prompts

- Is tone melodic, flat, interesting, casual etc?
- Is vocabulary used pitched at the level that students understand?
- Does use of models/demonstrations support or conflict with teacher explanations?
- How does the teacher use more able students?
- How does the teacher scaffold peer tasks for less able students?
- How much time is given to students who construct their thoughts when talking aloud?

Theoretical Concepts	Intended Outcomes	Strategies
<p>o Feedback J. Hattie & H. Timperley, D. Christodoulou Power of Feedback (2007)</p> <p>Feedback is among the most common features of successful teaching and learning with twice the average effect of all other schooling effects.</p>	<ul style="list-style-type: none"> Teacher recognises and gives student feedback in two categories: <ul style="list-style-type: none"> - task related: how well tasks are understood/performed - process related: the main actions needed to undertake/perform tasks Teacher provides opportunities to give and receive regular feedback to foster communication and improve practice 	<ul style="list-style-type: none"> Use of Assessment Criteria Precision of Feedback <p>+</p> <p>+</p>
<p>o Formative Assessment , D. Willingham Embedded Formative Assessment (2011)</p> <p>Assessments undertaken which help teach better is assessment <u>for</u> learning, compared to those undertaken to grade, rank or score, which is assessment <u>of</u> learning.</p>	<ul style="list-style-type: none"> Teacher ensures all feedback given is informative (guiding the next step), rather than evaluative (summary of actions taken) in nature Teacher assessment of student learning during lesson is used to: <ul style="list-style-type: none"> - Reteach - Revisit - Revise - Redraft 	<ul style="list-style-type: none"> Checkpoint Activities Verbal Feedback <p>+</p> <p>+</p>
<p>o Using Data as Information B. Fenton Data-Driven Instruction</p> <p>Collecting and analyzing student learning data from assessments is important but only becomes meaningful when combined with effective action.</p>	<ul style="list-style-type: none"> Teacher plans opportunities to collect information on student understanding of content taught Teacher knows the difference between data and information and knows some critical questions to ask of data in order to turn it into information 	<ul style="list-style-type: none"> Pre-Mortem of Tasks Peer Moderation <p>+</p> <p>+</p>
<p>o Responsive Teaching L. Schulman Those Who Understand (1986)</p> <p>Being aware of the overlap between content or pedagogical knowledge which informs how to teach within a particular subject.</p>	<ul style="list-style-type: none"> Teacher makes effective use of data collected in assessments etc. to judge the progress students have made and respond appropriately Teacher creates opportunities to assess students learning during the lesson to inform how to adapt teaching in response to need of groups or individuals 	<ul style="list-style-type: none"> Targeted Feedback Data Tracking <p>+</p> <p>+</p>

Aims:

1. To understand how assessment is used to inform teacher response to student data
2. To investigate methods of data collection used by teachers to respond to student needs

Overview

Responsive teachers recognise that student data is crucial to knowing how to respond to what students know and don't. They constantly analyse the data collected, use this information to adapt teaching and assess its success by gathering new data.

Why is it important?

Good lessons are planned on the assumption that students will not understand all content taught all the time. Therefore, the best lessons use the data gathered by student errors and misconceptions to adapt future lessons which seek to positively intervene to close the gap further.

The Investigation

The purpose of the investigation is to consider the types and methods of data that teachers collect and how they make use of it at lesson, cohort and school level to improve student learning.

Observable Actions



What to look for

Observe moments when students make errors in proposing solutions/responding to questions:

- Consider the techniques used to interrogate the depth (superficial or deep rooted) and type (conceptual or procedural) of misunderstanding or error
- Consider the effectiveness of any action taken when assessment shows lack of student understanding

→ Any mention made of lesson objectives and or assessment criteria

→ Student response to teacher support and interventions

→ Accuracy of identifying and targeting groups that need stretch and support

Observe the moments of feedback to and between students:

- Consider how assessment criteria is used to frame feedback and its how effective it is when used
- Consider the type of feedback students give to each other and how it is used by teachers to inform the next steps of the lesson

→ Sources of data (i.e. bias of hard/soft assessments)

→ Student engage with feedback from their teacher and from their peers

Structured Conversations



Prompts

Discuss how data is assessed and analysed:

- Methods and frequency of data collection during lessons and how it informs practice in real time
- Awareness of how to interpret data to inform whether learning can move on or if re-teaching is necessary

→ Does the teacher have an understanding of student abilities and/or learner profiles?

→ What data was the teacher seeking to collect? Were they successful in getting this?

Discuss how information is used to adapt plan for teaching:

- Type of data available before teaching a lesson and what it is used to inform when planning or teaching
- Data collected post lesson relating to outcomes or assessment criteria and how it future lesson planning

→ How often does the teacher use live data to revise activities for the remainder of the lesson?

→ How does the teacher identify concepts and skills that may need re-teaching?

Professional Culture | Concepts, Intended Outcomes & Strategies

Theoretical Concepts	Intended Outcomes	Strategies
<p>o Championing Teacher Profession R.Pierson Every kid needs a champion (2013) [video]</p> <p>Children deserve a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.</p>	<ul style="list-style-type: none"> Teacher appropriately challenges those who are openly negative about the ability of others Teacher recognises their responsibility in ensuring the success of all their pupils Teacher uses a range of strategies to professionally and successfully advocate for themselves and other stakeholders 	<ul style="list-style-type: none"> Vision Setting Work-Life Balance <p>+</p> <p>+</p>
<p>o Humility & Integrity E. Campbell The ethics of teaching as a moral profession (2008)</p> <p>Considering the values attached to teaching and aligning these with what and how material is taught. Engaging in critical reflection on practices deemed as 'the norm'.</p>	<ul style="list-style-type: none"> Teacher strikes a balance between confidence in own ability and modesty Teacher is an active not passive participant in training and strives for genuine learning during all professional development opportunities 	<ul style="list-style-type: none"> Asking Questions Lifelong Learning <p>+</p> <p>+</p>
<p>o Development of Self & Others Betari's Box</p> <p>Awareness of how thoughts influence actions, which in turn lead to generation of thoughts & actions in others.</p>	<ul style="list-style-type: none"> Teacher promotes a positive staff culture by constantly striving to 'assume the best' of all colleagues Teacher is active in sharing observations and reflections gained from practise to extend their and others pedagogical knowledge 	<ul style="list-style-type: none"> Leading by Example Holding Others/Self to Account <p>+</p> <p>+</p>
<p>o Contribution to School Culture P. Bambrick-Santoyo Leverage Leadership (2012)</p> <p>Culture is not built by motivational speeches or statements of values. It is formed by repeated practice: using every minute of every day to build good habits.</p>	<ul style="list-style-type: none"> Teacher takes part in whole school activities (e.g. contributing to the school ethos and; being proactive to work with the local community), to promote the importance of education. Teacher is committed to sharing new ideas from LRTT training with their colleagues and championing them in their school 	<ul style="list-style-type: none"> Seeking and Offering Feedback Willingness to Participate <p>+</p> <p>+</p>

Aims:

1. To understand how teachers view themselves and each other in relation to their profession
2. To investigate how teachers define and embody the values associated with education in their local community

Overview

Every teacher can teach better and their willingness and desire to want to get better greatly impacts student outcomes.

Why is it important?

PD is a luxury in settings where resources of time and money allow teachers to regularly feel part of a teaching body that values their contribution to student development. Empowering self-identified learning communities to create spaces where they would otherwise not exist is powerful and when done right, sustainable.

The Investigation

The purpose of this investigation is to begin to understand how local and national factors affect and influence how teachers define, value and embody the characteristics of the teaching profession.

Observable Actions



What to look for

Observe professional interactions between teachers:

- Consider common and diverging patterns (e.g. length, type, content) of interactions for each type of interaction where possible
- Consider the framing of interactions and their outcome (e.g. positive, solution focussed, negative, fixed mindset)

- High level of engagement and behaviours that show active participation
- Challenges to negative comments or complaints about the teaching profession
- Openness to contribute to and receive from others' experiences

Observe teachers during conference/formal training sessions:

- Consider how teachers discuss the training received and how they intend to share and/or use any new learning

- Reflective, analytical language
- Notes made during training sessions (if permission is granted to view these)

Structured Conversations



Prompts

Discuss professional school role:

- Obligatory and/or voluntary contributions beyond school role and how they are valued
- Frequency of encouraged professional collaboration with colleagues
- Professional opportunities to reflect on their responsibility of actions in ensuring all students are learning

- How are descriptions/explanations given with relation to responsibility of student learning?
- How are proud teacher moments are referred to? How do they link to student, school or community development?
- What is the rationale behind choosing to join /remain in the teaching profession?

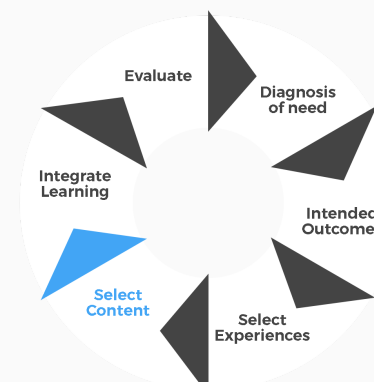
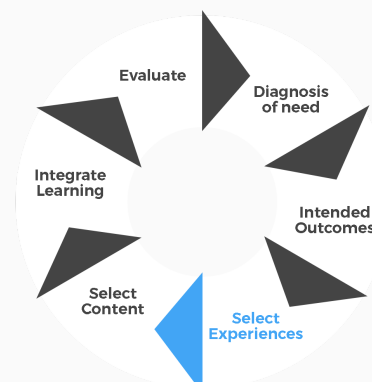
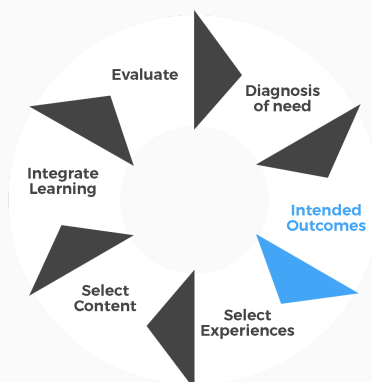
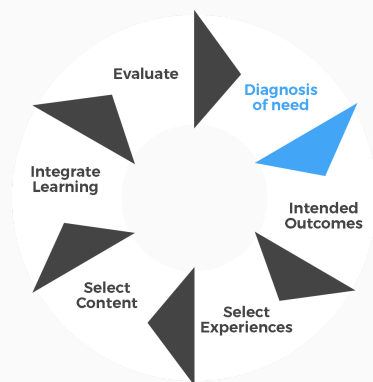
Discuss lifelong learning:

- Commitment to sustaining what has been learnt during training,
- How they intend to share what they've learnt with their colleagues

- How articulate and relevant are takeaways from training sessions? How are they to be applied?
- How often is resilience to persevere in challenging circumstances shown?
- How often is help given or sought?

Designing your PD sessions

The use of theoretical concepts, intended outcomes, learning experiences and teaching strategies provide a strong base of understanding across six key principles of effective teaching. Use the cyclical model as a guide to design and plan your professional development sessions.



Diagnose teacher needs

- Initial lesson observations
- Information from partners
- Teacher baseline surveys

Set intended outcomes

- Consider the development goals of the partner
- Refer to national standards
- Use information from initial diagnoses

Select learning experiences

- See learning experiences (p.20)
- Share additional learning experiences amongst your team

Select content

- See strategies (p.21-24)
- Share additional strategies amongst your team

Things to consider

- What training has the teacher previously received?
- How much can one or two initial lesson observations tell us?
- Is there a range of different needs in your group?

Things to consider

- Are there more intended outcomes than those listed?
- How do the outcomes compare to national standards and/or wider partner, regional, or government plans?

Things to consider

- What facilities and resources will you have in your sessions?
- What environment will your session take place in?
- Are there cultural differences to consider?

Things to consider

- Are the key terms and strategies understood? And if not, how will you achieve a common language?
- Who is best suited to facilitate the activity or part of the session?

The Seven Steps of Planning

The Glaser model (1990) below offers a step-by-step approach to planning a learning activity or event, describing facilitators actions at each step.

In structuring your PD sessions, it might be worth considering the following:

- Start early; preparation takes far longer than you anticipate
- Have a clear statement of the subject and its importance
- Tell a story in a logical sequence
- Stick to the key concepts, avoiding unnecessary descriptions or specific detail
- Organise a series of points from the most to the least important, skipping less important ones if time runs short.
- Keep sentences of explanation short (about 10-20 words each is ideal).
- Strive for clarity, consider if you are using the best words to make your point, if they are unambiguous, and if you are using unfamiliar jargon or acronyms.

In practicing your PD sessions, it might be worth considering the following:

Timing:

- Be aware of and agree how long you have to deliver each of your sessions.
- Talk through and seek feedback about your session to see how much time you are intending to use for each section.
- Make amendments where necessary and practise again, considering if you are still within the time limit.

Content:

- Have a list of keywords and concepts for each section and consider how/where these will be displayed.
- Share this list with others and read through it before you begin.
- Don't attempt to memorise your text and be aware that your words will probably be slightly different each time you practise.

1. Warm up

Get the group on track

Helps participants focus on learning and clarifies a shared understanding of the event or activity.



2. Structured Learning Experience

Examples of concepts

A group activity to engage with concrete examples of the concepts or area of learning, allowing teachers to identify what they already know.



3. Processing

Reflect on prior knowledge

A fairly short step for teachers to discuss and reflect on prior knowledge with others, to be able to identify common areas of understanding or categorise their thinking in some way.



4. New knowledge

Relevant theory introduced

Relevant theory is introduced, often by presentation video or written material.

5. Assimilating knowledge

Create a discussion

Teachers consider their existing knowledge alongside the theoretical input which creates much discussion.



6. Application

Contextualising learning

Placing the learning back in context so teachers can consider implications



7. Summary

Capture key learning

Teachers capture the key learning points and consider their next steps.

The Glaser Model (1990)
Seven Steps of Planning

Exemplar Session

Context: India Facilitator: Sarah No. Teachers: 9 Principle: Mindset

Lesson Objectives

- All teachers understand the links between their beliefs and actions
- All teachers understand how approaching tasks with a growth mindset rather than a fixed mindset leads to fulfilling their, and their students' potential

1. Warm Up

- Pose the question: 'What was the hardest skill that you have learned or are still in the process of learning?'
- In taking feedback, pose questions on what made teachers not give up on learning the skill and draw conclusions around perseverance, motivation and mindset.
- Explain that the session will be looking at how these three areas link to both teachers views and actions as well as those of students.

2. Structured Learning Experiences

- Provide statements of typical student responses to learning when faced with new problems to familiar learning or new learning to familiar problems. (E.g. 'I can't do this', 'I need help', 'This is too hard', 'I don't want to do this anymore' etc.) and encourage teachers to organise these into named groups of 'perseverance, motivation and mindset'.
- After some time, pull back and compare statements, ask if there are any more statements or groups to be added

3. Processing

- Pose the question: 'What are the reasons behind these barriers?' and allow time to discuss ideas.
- Pull back by asking groups to propose reasons for these barriers, tally concurring answers

4. Knowledge & Theory Input

- Introduce concepts of Growth Mindset and Motivation and briefly give explanation of what they are and how they link to topic being covered so far.
- Check for understanding by asking teacher to put theory into own words, ask another to exemplify the meaning of theory by putting it into own context. Offer support where necessary.

5. Assimilate Knowledge

- Present some simple strategies which link to barriers mentioned earlier and get teachers to: Match the strategy to the barrier or suggest a rationale to how the strategy can be used as a solution to the barrier
- Encourage sharing of ideas amongst group, possibly taking some wider feedback
- I will ensure I circulate at this point to listen to conversations to check if desired learning is taking place

6. Application

- Bring group back together and inform teachers that they will be paired up to use their knowledge to script the opening of a growth mindset conversation for a scenario that their partner will present to them.
- Ask both teachers to give a real life scenario of student behaviour when mindset is a barrier to student progress and note down what the student says and/or does. Ensure they do not to share this as yet.
- Once completed, instruct pair to swap their notes and read each others. Encourage them to clarify anything that is unclear. Once clarified, get partner to script response to student which promotes growth mindset (with some potentially addressing the barrier to this)
- Get pairs to swap back and critique each others' suggested script against learning objectives / assessment criteria for the task

7. Summary

Review session by: Asking teachers to chant the missing words from sentences which reinforce the main ideas of the session or scripting their own response to students when they exhibit limiting mindsets

Select Learning Experiences

The learning experiences below are designed to support how you will plan to share the knowledge & expertise that exists between you as Fellows and the in-country teachers. The examples given are not exhaustive, but are some of the most commonly used methods of facilitating adult learning.

When making use of any experience, it's important to consider the pedagogical merit of using this method to share new information. Asking yourself some of the following questions will help to consider which learning experiences to make use of when designing your PD: How will this experience allow me as a Fellow to reflect on

my own practice? What other ways can this information be shared & understood? How will I know if this method has been succeeding in meeting the objective? Does it allow for an equitable exchange?

Linked to the Wheeler model, selecting learning experiences comes **before** considering the strategies, but **after** diagnosing need and agreeing the intended outcomes. Much like a good teacher focusing first on what needs to be taught and how best to do it (before considering the activities); selecting the learning experiences at this stage prioritises the experience that lends itself best to meeting the intended outcomes, before considering the strategies that may be used.

Micro-Teaching Core teaching skills are identified for teachers to practice for the purpose of intentionally breaking down the steps which bring about desired change in behaviour or action.	Drilled & Iterative Practice Isolated teaching practice such as how a teacher stands to greet students. These practices can be made iteratively harder by introducing variables that may be unknown to teacher.	Facilitator-led Lecture or Discussion Provide information orally with supporting displays/slides to maintain engagement. Plan regular interactions (e.g. questions or group discussions), facilitating how responses are shared.
Group-led Solution Present a scenario to the group and seek responses from the teachers about possible approaches or responses to it.	Jigsaw Information Sharing A cohesive set of information is separated into smaller parts and distributed across the group encouraging group to work together to understand the information provided.	Real Time Coaching Giving feedback to teachers during live practice to identify and isolate hinge areas of practice which can be leveraged to positively affect the learning outcome.
Pre-Reading Provide teachers with access to a text or learning resource ahead of session or lecture. Follow up with a set of questions to guide the teachers focus.	Prior Understanding Invite teachers to share what they already know about a given topic, how they feel about it, and ask what they'd like to know more	Case Study Teachers, either individually or in groups, are presented information and asked to make recommendations and provide solutions to case.
Role Play/Simulation Present a scenario in which all members of the group are assigned a role. When complete, all discuss and reflect on choices/actions made and their impact.	Reflection on Learning Invite teachers to reflect on their own learning in terms of the outcomes and the process and in considering any newly adopted behaviours.	Self Assessment Ask teachers to complete an assessment task, using a set criteria to assess what they have learnt and how deeply.

Select Content ▸ Strategies

The suggested strategies below are designed to aid your planning of the course. They have been drawn from many sources, including Teach Like a Champion (Doug Lemov), as well as from academic and grey literature.

The list requires Fellows to ensure they have a good working knowledge of any they choose to exemplify. The list of strategies is not exhaustive.

We encourage all Fellows to carry out a simple activity of sharing word associations of these strategies as some may be called different things depending on the context.

Completing this in advance of introducing strategies to in-country teachers will help to support mutual understanding of the strategy and how it might be locally contextualised, while maintaining its relevance to linked principles and concepts.

Linked to the Wheeler model, identification of strategies comes **after** diagnosis of need and mutual agreement of desired behavioural outcomes. This means that pragmatism is critical not only in terms of which strategy is used, but how it is defined and contextualised. The Fellow modelling this pragmatism will directly link to in-country teacher's engagement to adopting the strategy to enhance of change behaviours.

4 M's

There are four criteria for an effective lesson plan objective: Manageable, Measurable, Made first, and Most important.

Asking Questions

Ask questions that seek to understand and/or further your learning to cultivate a culture of curiosity and humility.

Begin with the end in mind

Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.

Break it Down

When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.

Checkpoint Activities

Mini assessments during a lesson that assess students progress towards the end goals of a unit of learning.

Circulate

Move strategically around the room during all parts of the lesson.

Culture of Error

Create an environment where your students feel safe making and discussing mistakes.

Data Tracking

The use of a range of hard (student grades) and soft (engagement) data sources to support teaching and learning.

Defining Knowledge and Skills

Teachers completes any student checkpoint/end of unit activity. Unpicking the knowledge and skills needed to be successful in this task informs the direction of the unit.

Do Now

A student activity at the start of a lesson that requires no teacher guidance. Activity either recaps previous learning or introduce upcoming learning.

Double Plan

When planning a lesson the teacher also plans what the students are doing at each stage of the lesson simultaneously, and in response to each other.

Effective Instructions

Efficient, simple, specific, observable, sequential, and positive instructions.

Select Content ▸ Strategies



Emotional Consistency

Manage your emotions to consistently promote student learning and achievement.



Every Minute Matters

Respect students' time by spending every minute productively and not fixating on what has come before but on the potential for learning.



Group Discussion

Intentionally planning higher order questions into a lesson to prompt discussion between students.



Higher Order Questioning

Open-ended questions that require more thinking from students and that promote discussion.



Holding Self/Others to Account

Holding yourself and others to account for your/their words and actions in accordance to school & classroom culture, values & rules.



'I Do, We Do, You Do'

A way to convey the essence of explicit instruction using three phases; explaining a task, doing task together, students do task.



Inclusive Practice

Planning lessons to include activities and tasks that requires all students to play an active role.



Joy Factor

Celebrate the work of learning as you go. Every teacher will have their own ways of bringing positivity and joy into their classrooms.



Leading by Example

Conducting yourself in accordance with the culture and values set at school and classroom level. If you don't follow the rules, how can the students?



Least Invasive Intervention

Maximise teaching time & minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.



Lifelong Learning

Seek out opportunities to learn, acting upon the belief that one never stop learning.



Make Compliance Visible

Ensure students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance.



Make Steps Explicit

Sharing your internal thought process with students to avoid assumptions and ambiguity.



Make Steps Memorable

Use of buzzwords, bullet points, numbers, mnemonics, sequences, rhyme, rhythm, chunking and dual coding to support procedural understanding.



'Must Have & Could Do'

'Must Haves' are essential ingredients of a lesson to support all students' learning. 'Could Do's' are additional features that support and stretch groups of students.



Name The Steps

Break down complex tasks into simple steps that form a path for student mastery.

Select Content ▸ Strategies



Open & Closed Questions

Closed questions can be answered with a simple 'yes' or 'no', while open questions are those which require more thought than a simple one word answer.



The Outdoor Classroom

The use of outdoor areas and surrounding areas as alternative lesson resources to increase the potential activities possible and make learning memorable.



Own & Track

Ask students to annotate errors and be conscious of what they have learned from the process, fostering an environment of accountability.



Peer Moderation

Students evaluate their peers' work and have their work evaluated by peers.



Planning to the Most Able

Pitching your lesson objective to the most able students in the class and planning scaffolds to support every other student to meet this.



Positive Framing

Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.



Practice Makes Permanent

Based on the theory that what you practice is what you commit to long term memory, build in time within lessons for students to practice skills.



Precise Praise

Praise which positively reinforces student behaviours. It differentiates between recognising when students meet set expectations and praise when they exceed it.



Precision of Feedback

Feedback on the process students have used to complete a task, and on their ability to self-regulate their own learning.



Pre-Mortem of Tasks

Completing a task before you teach it to your students to identify which areas will need most guidance based on common misconceptions.



Scripting

Script and practise the delivery of key parts of the lesson to ensure standardization, clarity, and effectiveness. Re-draft as necessary.



Seeking & Offering Feedback

Design and establish an efficient routine for students to enter the classroom and begin class.



Strong Start

Design and establish an efficient routine for students to enter the classroom and begin class.



Targeted Feedback

Use economy of language to give specific feedback against a clear assessment criteria for selected students.



Task Transition

A brief activity or task placed between two parts of a lesson to call attention back to teacher before moving on.



Think, Pair, Share

Encourages students to think individually, then to discuss with a partner, before sharing with the whole class.

Select Content > Strategies



Thinking Aloud

To promote non-presentational talk as a method to encourage exploration of thought and support discussion of multiple ideas.



Three Before Me

Instilling the routine to search for the answer before giving up.



Use of Assessment Criteria

A set of predefined markers that measure against the unit of work and intended learning outcomes.



Use of Props & Prompts

The use of audio and visual tools to reinforce and support teaching strategies.



Use of 'Yet'

Promote the use of 'yet' to be tagged on the end of absolute statements and limiting beliefs.



Verbal Feedback

Timely verbal feedback to students to inform and guide students next steps.



Vision Setting

Setting clear vision & expectations for students to work towards, which help to identify the steps they need to take to get there.



Wait Time

Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.



What to do

Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.



Willingness to Participate

To actively seek out opportunities to learn from and contribute to ongoing professional development.



Work-Life Balance

Self manage time and tasks effectively to maintain a healthy balance between work and life.

Additional Strategies:

Steps for Effective Feedback

Each Fellowship will present different opportunities to engage in-country teachers with a range of PD practices. Two of the most common approaches will depend on if your Fellowship includes and opportunity to observe teachers in schools, or is solely conference based.

The Six-Steps of Effective Feedback is a commonly used strategy by schools who seek to improve teaching practice by identifying an action step, which can be isolated and then practised away from the lesson.

Coaching using the GROW model is effective, given that it is a simple yet powerful framework for structuring these sessions. It frames conversation from the perspective of the person being coached, which in turn makes them more invested and committed to the actions to which they agree.

1 Praise

Open, narrating the positive and offering precise praise of any previous teacher action

"We set a goal of ____ last week and I noticed you achieved it by doing ____" ... "How were you successful?" ... "How did it feel?"

2 Probe to identify the problem

Ask an open question about a specific part of the lesson to focus on in more detail

"What is the purpose of [certain area of instruction]?" ... "What was your objective for the lesson?"

3 Provide an Action Step

Provide a bite-sized action step that the teacher can work on to change practice

Teacher may self-identify the problem, through your support in asking scaffolded questions. Your action step should be linked to wider teacher practice.

4 Practice

Use the opportunity to role play/simulate the action step to cement how improvement

"Let's try that" ... "Let's re-play the lesson and try to apply this" ... "I'm your student, how would you respond to?"

5 Plan Ahead

Design/revise upcoming lesson plans to implement action

"Where would be a good place to implement this in your upcoming lessons?" ... "Let's write out the steps in your lesson plan/worksheet"

6 Set Timeline for Follow-up

Set timeline for follow-up

"When would be best to observe your implementation of this?" ... "I'll come in and visit on Tuesday between 3-4pm and observe your lesson"

GROW Model Coaching Questions

G - Goal

- What do you want to improve in your teaching?
- How will you and your students know when you have achieved this?
- How will it feel when you reach your goal?
- What's important to you as a teacher?
- What would you like to get from the next 20 mins?
- What do you want to achieve from this session?
- What will make you feel this time has been well spent?
- What area do you want to work on?
- Describe your perfect day in school
- What are you aiming for in the short/medium/long term?

R - Reality

- Where are you now in relation to your goal?
- On a scale of 1 -10 where are you?
- What progress have you made so far?
- What actions have you taken so far towards this (goal)?
- What has contributed to your success so far?
- What skills/knowledge/attributes do you already have?
- What is working well right now?
- What resources do you have to help you?
- What is required of you?
- What is happening at the moment around (this issue)?
- What is your main concern around this goal/issue?

O - Options

- What changes could you make to your next lesson?
- Give me 5 things you could do to move closer to your goal?
- How have you managed a similar situation before?
- Who do you know who has encountered a similar situation?
- What could you do differently?
- What do you think [insert name/role model] would do?
- If anything was possible what would you do?
- What are all the different ways you could approach this?
- What else could you do?
- If you knew you couldn't fail, what would you do?

W - Way Forward

- Which options work best for you?
- What one small step are you going to take now?
- What actions will you take?
- When are you going to start?
- Who will help you?
- How will you know you have been successful?
- How will you ensure that you do it?
- On a scale of 1 -10 how committed are you to doing it?
- Which of your options feels/seems/looks/sounds best?
- Which would take you nearest to your longer-term goal?
- Which would give you the most satisfaction?

Effective use of time in schools

In addition to facilitating conferences, conducting lesson observations, coaching and investigations, there are many other ways you can spend your time in school valuably; for both your own and others' benefit.

For Fellows

Building Contextual Understanding

- Visit staff rooms and have conversations with other teachers
- Carry out a learning walk with headteacher or SLT
- Take a look into other classrooms to see variation of environment
- Observe a non-LRTT teacher (with prior consent from Head Teacher)
- Read textbooks and exam papers to further understand the curriculum

Supporting in-country Teachers

- Co-plan a lesson with a teacher, and if they're happy for you to do so, support them in the lesson, before providing feedback (write a thank you note to the teacher after you have seen a lesson)
- Support teachers with mid to long-term planning of work
- Run team building activities for teachers during lunch and breaks
- Organise games/activities to help teachers develop their English
- Arrange for teachers to observe you/other Fellows modelling techniques
- Share resources or useful websites with teachers
- Facilitate a learning circle between the teachers in the school and also encourage a meeting to discuss how teachers will continue to support a culture of collaboration at the school

Supporting other Fellows

- Support other Fellows with their investigations
- Be proactive in sharing things that went well in your sessions
- Sit in on another Fellows session; provide feedback and promote an open door culture

For Team Leaders

Supporting Fellows

- Sit in on Fellows sessions to give them feedback and promote an open door culture
- Be visibly present to Fellows during all conference days and school visits to assist with issues that may arise

Supporting in-country Teachers

- Oversee registration process and grouping of teachers
- Ensure all participating teachers are where they need to be

Supporting Lead Teachers

- Mentor and coach lead teachers in scripting, modelling, and practicing their upcoming sessions
- Act as intermediary between Lead Teachers and Fellows, Lead Teachers and in-country Teachers, and Lead Teachers and schools.

Supporting Schools and Partners

- Sit down with a representative from our partner organisation or head teacher to review this course pack and annotate suggestions for how it can be contextualised further
- Represent LRTT at the opening and closing ceremonies
- Support with communication and logistics between schools and partner

Glossary of Terms

AfL	Assessment for Learning	LRTT	Limited Resource Teacher Training
Cheat Sheet	A page intended to aid one's memory	Observable Actions	Investigatory exercises conducted by Fellows
Concept	Theoretical structure or idea	PD (CPD)	(Continuing) Professional Development
Conference	A method of delivering PD to a large group	Pedagogy	The method or practice of teaching
EAL	English as an Additional Language	Principle	The fundamental foundation of all concepts
Facilitator	The role of a Fellow and/or Team Leader	Rubric	Framework for tracking teacher development
Fellow	A visiting teacher facilitating LRTT	SEN	Special Educational Needs
Intended Outcome	The level we want teachers to get to	SLT	Senior Leadership Team
Investigation	Research projects carried out by Fellows	Strategy	A plan or tool to reach intended outcome
Lead Teacher	Teacher responsible for developing peers	Structured Conversation	A focussed discussion between Fellow & Teacher
Learning Circle	A structure of organising groups of teachers	Teacher (in-country)	Local teacher participating in LRTT course
Learning Experience	A specific type of learning activity	TLAC	Teach Like a Champion
Learning Walk	Short observations of multiple teachers	WWW - EBI	What Went Well - Even Better If

Acknowledgements | Additional Links

We would like to acknowledge a number of people for their unwavering support and invaluable contributions to LRTT's training and impact design. Special thanks to Mahlon Evans-Sinclair, Chaitra Murlidhar, Richard Wood, Tania Porteous, Mike Wright, Lauren Fisher, Andy Houlihan, Kate Orr, George Kynaston, Sam Butterfield, Sarah Grant, Simon Graffy, Tom Greenwood, and Tom Lewis. Thanks to all Team Leaders, Fellows and Partners - past and present - who have given their energy and time to support LRTT and its work.

1. Doug Lemov | Teach Like A Champion
2. Ark | Great Teacher Rubric
3. Daryl Wheeler | Cyclical Model for Professional Development
4. National College for School Leadership | Facilitator Toolkit
5. Glaser Model | Seven Steps of Planning
6. NSA | Six Steps for Effective Feedback



Formative Feedback Strategies
[Guiding improvement \(2017\)](#)



Pedagogical Content Knowledge
[Definition & Explanation](#)



TED Talk - Carol Dweck
[The Power of Believing](#)



Learning Scientists
[Podcast Archive](#)



Better planning: [a Template]
[Blog post \(2017\)](#)



Re-claiming formative assessment
[Conference Presentation \(2017\)](#)



Review of what makes effective teaching
[Coe et al \(2014\)](#)



Learning, Teaching and PD: [a Reading List]
[Blog post \(2017\)](#)



Basic Principles: In-service Teacher Development
[Hayes, D. ELT Journal](#)



Staff Deployment and Development
[Education Endowment Foundation](#)

