

Leading developments 2

Objective

By the end of this session teachers will:

- have considered some strategies for developing and evaluating effective teaching.

Resources

For the trainer

- Computer with data projector, Microsoft PowerPoint and Presentation 15.ppt
- Whiteboard or flipchart
- *Sample lesson plans for mathematics: Grades 1 to 12*

For each teacher

- *Teacher's pack*
Handout 15.1
- *Sample lesson plans for mathematics: Grades 1 to 12*

Session outline

Coaching and mentoring Slides 15.1–15.3 Handout 15.1	Whole group presentation and discussion	10 minutes
Demonstration teaching Slides 15.4–15.6	Whole group presentation, paired work and discussion Task 1: Preparing a demonstration lesson	35 minutes
Giving feedback Slide 15.7	Whole group presentation, paired work and discussion Task 2: Preparing an agenda for observation Task 3: Planning feedback	20 minutes
Target setting	Whole group presentation, paired work and discussion Task 4: Setting targets	10 minutes
Summary	Summary	5 minutes

Coaching and mentoring

10 minutes

Explain that this session is about ways in which subject leaders can assist colleagues in their professional development through coaching and mentoring activities. In particular it will focus on demonstration teaching. Show the objective for the session on **slide 15.1**.

Before the session starts, brief any interpreter about the key points of the session.

Load **Presentation 15.ppt**.



Objective

By the end of this session you will:

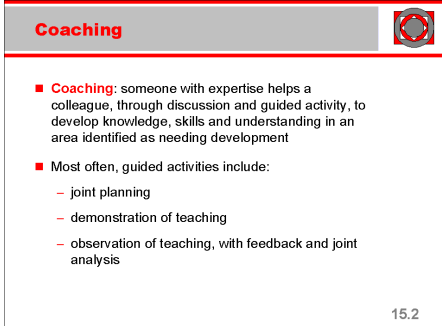
- have considered some strategies for developing and evaluating effective teaching

15.1

Refer teachers to **Handout 15.1**. Explain that the article talks about the acquisition of professional knowledge and looks at some ways in which teachers can work collaboratively to improve their teaching. It isn't necessary for teachers to read everything in this handout now, but they may like to read it later in preparation for Workshop 2.

Refer teachers to the diagram on professional knowledge in Handout 15.1. Don't spend too much time on this but note the vast knowledge required for teaching and that this is acquired through pre-service training and a range of professional development experiences throughout a teacher's career.

Talk through the definitions of coaching and mentoring using **slides 15.2 and 15.3**.



Coaching

- **Coaching:** someone with expertise helps a colleague, through discussion and guided activity, to develop knowledge, skills and understanding in an area identified as needing development
- Most often, guided activities include:
 - joint planning
 - demonstration of teaching
 - observation of teaching, with feedback and joint analysis

15.2



Mentoring

- **Mentoring** involves someone assisting a colleague, mainly through:
 - discussion and scrutiny of a portfolio of evidence
 - critical reflection
 - identifying the colleague's own personal development requirements
- A mentor knows what professional development opportunities exist

15.3

Explain that the session will focus on coaching activities. Point out that each teacher is an untapped resource that could be used to help colleagues in their professional development. Get everyone thinking about how this might be achieved in their schools. Draw out their ideas and share with the group.

Demonstration teaching

35 minutes

One aspect of coaching that should be manageable for subject leaders is demonstration teaching. Explain that this is not just about having teachers observing lessons but includes what is shown on **slides 15.4 and 15.5**.

Demonstration teaching involves:

- meeting colleagues to describe and explain your intentions using lesson plans and notes
- identifying a focus for observation
- doing the teaching
- meeting again to analyse the teaching jointly

15.4

Afterwards, teachers will:

- practise the ideas gained from the demonstration
- prepare to have a lesson observed
- be observed
- meet the observer for feedback

15.5

Task 1: Preparing a demonstration lesson

Give an example of a demonstration. Look at the starter for lesson 7.1 in the *Sample lesson plans for mathematics: Grades 1 to 12*. Describe and explain the purpose of each part of the starter in relation to assessment. Point out that the person observing might look at the way in which questions are asked, note the students’ responses and see how the teacher adjusts the lesson to take account of the students’ knowledge and understanding.

For primary teachers, choose a different lesson.

Explain that observation of teaching should always be followed up by a meeting of the teacher and observer to analyse the teaching together.

Ask teachers to work in pairs so that teachers who teach the same grade work together. Refer the pairs to the *Sample lesson plans*. Ask each teacher to choose a lesson plan, and then select part of it that they could use for demonstration teaching.

This is an opportunity for teachers to become more familiar with the design of the lesson plans.

Ask the pairs to do the task shown on **slide 15.6**.

Task

- Choose part of a lesson for demonstration
- Take turns to describe to your partner what you intend to do and why you are doing it
- Discuss how you will manage the demonstration and the meeting for joint analysis

15.6

Ask teachers to feed back any issues that have arisen out of their discussions. If they do this task quickly, they could select another lesson plan and repeat the exercise.

Giving feedback

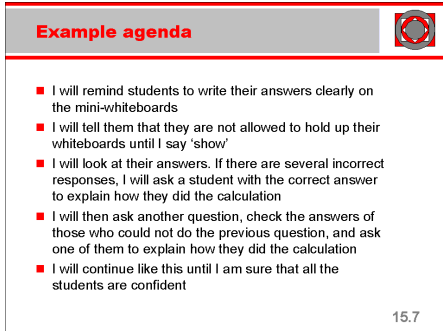
20 minutes

Say that after teachers have seen a demonstration of teaching they practise the ideas for themselves. They then invite someone to observe them teach so that they can get feedback to help them make improvements.

Explain that observation and feedback are most effective when they are used to help teachers to identify for themselves how they might improve their teaching. This is much more effective than evaluating a teacher’s teaching for them and telling them what they need to do to improve.

The observer needs an agenda to follow so that they know what to observe. Give the following example by saying: ‘*Suppose I have decided that I need to improve my questioning techniques for the starter activity in lesson 7.1. My agenda might look like this.*’

Show **slide 15.7**.



The slide is titled "Example agenda" and contains a list of five bullet points. The text is as follows:

- I will remind students to write their answers clearly on the mini-whiteboards
- I will tell them that they are not allowed to hold up their whiteboards until I say 'show'
- I will look at their answers. If there are several incorrect responses, I will ask a student with the correct answer to explain how they did the calculation
- I will then ask another question, check the answers of those who could not do the previous question, and ask one of them to explain how they did the calculation
- I will continue like this until I am sure that all the students are confident

15.7

Task 2: Preparing an agenda for observation

Ask teachers, in pairs, to prepare an agenda for observation using the lessons that they used in Task 1. Allow 5 minutes.

Get them to discuss their agendas with another pair. Allow a further 5 minutes.

Take feedback to share ideas around the group.

Task 3: Planning feedback

Discuss with teachers what they might record during the observation. Explain that the best kind of written notes are factual and make no judgements. The teacher then uses the notes to help analyse and evaluate their own teaching.

Ask teachers to discuss in pairs how they might conduct the meeting after an observation. Allow 5 minutes.

Take feedback to share ideas around the group. Discuss issues such as the need to be sensitive and constructive.

Target setting

10 minutes

Explain that the outcome of demonstration, evaluation and feedback is to set targets for improvement. Say that target setting is only touched on in this workshop because teachers first need to try out some of the ideas of demonstration and feedback.

Task 4: Setting targets

Ask teachers to look at the same lesson again. Get them to identify one or more aspects of teaching that they feel they need to improve. Ask them to discuss this in pairs for two or three minutes.

Take brief feedback to share ideas around the group.

Summary

5 minutes

Review the session by considering:

- how professional knowledge is acquired;
- how teachers are themselves a resource that can be used for professional development;
- definitions of coaching and mentoring;
- the cycle of demonstration, practice, observation and feedback;
- the purpose of setting targets after demonstration teaching.

