



PEER COACH TOOLKIT



Level 1

Table of Contents

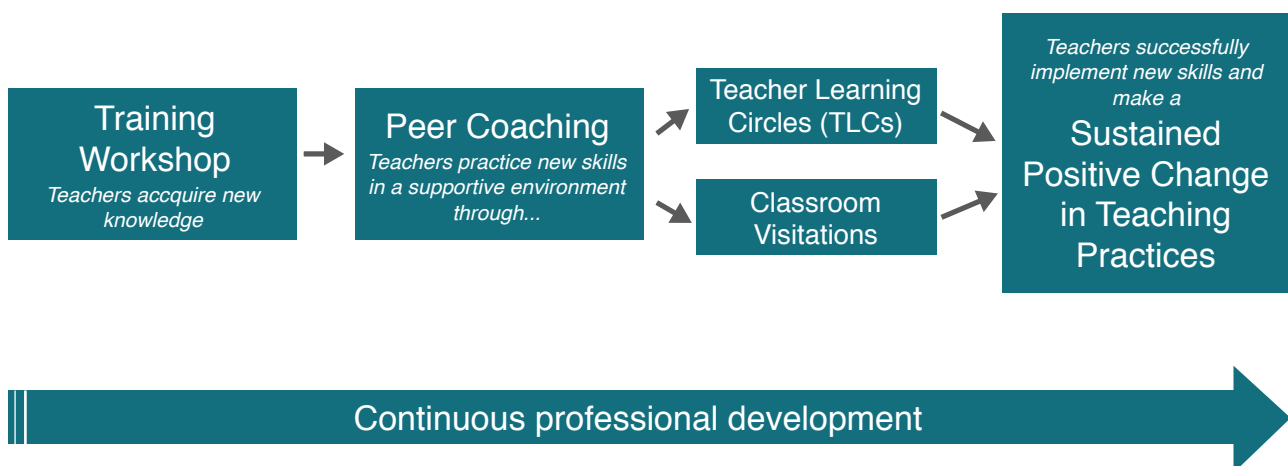
Introduction to Peer Coaching	1
Peer Coach Model	1
Peer Coach Objectives.....	1
Peer Coach Responsibilities	2
Teacher Learning Circles (TLCs)	2
TLC Log Example	5
Goal Tracking Sheet Example	7
Classroom Visitations.....	9
Core Competencies of Peer Coaches in Crisis Contexts	10
Peer Coach's Role and Responsibilities	10
Facilitation and Adult Learning.....	10
Subject Content Knowledge	11
Forms	13
TLC Log	13
Teacher's Goal Tracking Sheet.....	14
Goal Tracking Sheet	17
Handouts: Day 1	27
Handout 1.1 – Keywords.....	27
Handout 1.2 – Peer Coach Newspaper Advertisement	28
Handout 1.3 – TLC Steps and the Peer Coach	29
Handout 1.4 – Principles of Supportive Communication	30
Handout 1.5 – Active Listening Tips.....	31
Handout 1.6 – Reflective Questioning	32
Handout 1.7 – Reflective Questioning Scenario.....	34
Handouts: Day 2.....	35
Handout 2.1 – Find Your Way with Two-way Communication.....	35
Handout 2.2 – Adult Learning Theory	36
Handout 2.3a – TLC Log.....	37
Handout 2.3b – Example TLC Log	38
Handout 2.4 – TLC Facilitation Practice.....	40
Handout 2.5a – Setting Goals in the Four Core Teacher Training Competency Areas.....	41
Handout 2.5b – Goal Setting Scenarios.....	44
Handout 2.6a – Goal Tracking Sheet.....	46
Handout 2.6b – Goal Tracking Sheet Example	47
Handout 2.7 – Plan First TLC.....	48
Handout 2.8 – Peer Coach Self-reflection Goal Setting	49

Introduction to Peer Coaching

Peer Coach Model

Change in teaching practice takes time. However, many teacher trainings are single workshops with little to no follow-up support post-training. It is hard to remember everything you learn in a teacher training, and it is even harder to practice what you learned after the training if you don't have any support. Peer Coaching moves away from this single workshop model by creating opportunities for teachers to support one another after the training workshop has ended. It is a type of continuous professional development led by teachers for teachers.

Peer Coaches create a supportive environment where teachers can apply new knowledge and skills from the training workshop in their classrooms. The peer-to-peer approach of the Peer Coaching activities, **Teacher Learning Circles (TLCs)** and **classroom visitations**, encourages shared learning and teaching among teachers. The continuous support teachers are able to provide to one another through Peer Coaching helps teachers make sustained positive changes in their teaching practice.



Peer Coach Objectives

As a Peer Coach, your overarching goals will be to:

- Support fellow primary school teachers in their efforts to develop the competencies of the *Training for Primary School Teachers in Crisis Contexts* and put the knowledge/skills gained in the training into practice in their classrooms
- Help teachers develop a network of peer support and collaboration
- Provide emotional support to fellow teachers as they balance their different roles

Peer Coach Responsibilities

As a Peer Coach, you will accomplish your objectives by:

Teacher Learning Circles (TLCs)

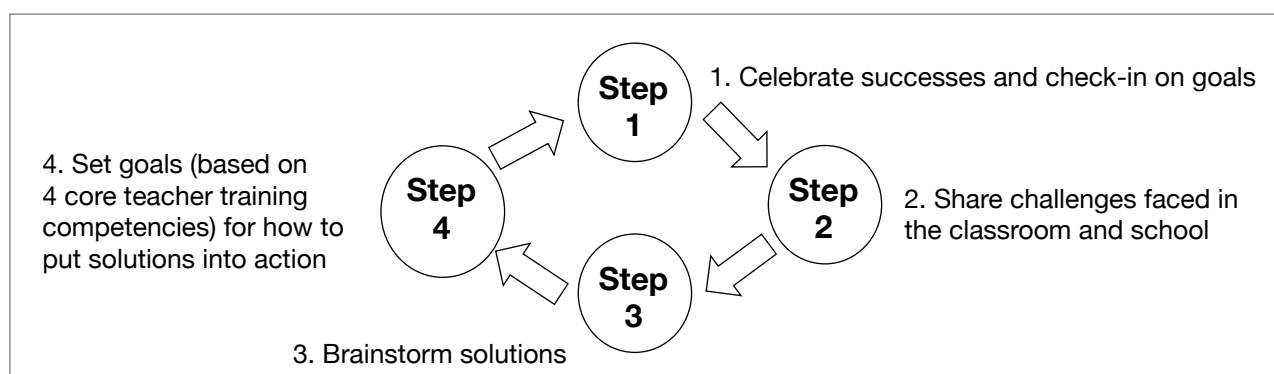
1. **Organizing** the logistics for TLCs for teachers from the *Training for Primary School Teachers in Crisis Contexts*.
2. **Facilitating** the TLCs by using supportive communication to create an environment where teachers feel comfortable sharing their experiences – both challenging and successful – implementing the strategies from the training in their classroom.
3. **Motivating** teachers to attend and participate in the TLCs.
4. **Encouraging** TLC members to visit one another in their classrooms to watch their colleagues teach lessons. Classroom visitations can happen on a rotating schedule so everyone has an opportunity to observe and be observed.
5. **Supporting** teachers to set goals connected to the skills and strategies learned in the *Training for Primary School Teachers in Crisis Contexts*. Set goals for yourself as well.
6. **Following up** with each teacher on his/her goals. Keep progress on your own goals.
7. **Completing** TLC logs and Goal Tracking Sheets after every TLC.
8. **Meeting** with fellow Peer Coaches at least four times in Peer Coach TLCs to support one another as you take on the role of Peer Coach.

Teacher Learning Circles (TLCs)

Introduction to TLCs

A Teacher Learning Circle (TLC) is a group sharing session to help create a professional community of teachers who support and encourage one another to meet their needs. TLCs are most effective when they meet regularly, and teachers can establish a routine learning loop where they reflect on their teaching practice and plan together how they can overcome challenges they may be facing in their classrooms and schools. TLCs have 4 steps (see Figure 1):

Figure 1: The four steps for the TLC



Each TLC typically lasts 1.5 hours, and each step takes approximately the following amount of time: Step 1 - 15 minutes; Step 2 - 30 minutes; Step 3 - 30 minutes; and Step 4 - 15 minutes.

By meeting on a regular schedule, TLCs help teachers to learn from one another and develop their teaching skills. Beyond this learning and skills development, TLCs establish a professional community and provide a sense of belonging, which helps support teachers' well-being and motivation. To be effective, TLCs should meet frequently and have a consistent schedule. Below is some guidance on planning TLCs.

- **Frequency:** TLCs should occur at least once a month. This is to ensure the TLC gains (and maintains) momentum and continuity. Perhaps more importantly, meeting at least once a month provides teachers with the opportunity to build their relationships and strengthen their TLC community. You should have a minimum of 4 TLCs to cover the four topics from the training: 1) Teacher's Role and Well-being; 2) Child Protection, Well-being and Inclusion; 3) Pedagogy; and 4) Curriculum and Planning.

Peer Coach tip: *To encourage attendance and participation, call or message the teachers in your TLCs and visit them in their schools and communities. Building relationships outside of the TLC helps motivate teachers to attend and encourages them to participate in the TLC discussions.*

- **Consistency:** TLCs should have a consistent schedule. Although each TLC will cover different topics, every TLC will follow the four steps of: 1) celebrate successes and checking in on goals; 2) share challenges faced in the classroom and school; 3) brainstorm solutions to these challenges; and 4) set goals for how to put these solutions into action. Completing these steps can take time, so it is important to schedule 1-2 hours for each TLC. Setting a consistent and clear time is important for teachers to come prepared and aware of the schedule. While the length of the TLC will be consistent (1-2 hours), the day may vary depending on the availability of your TLC members. Teachers have many responsibilities and busy schedules.

Peer Coach tip: *Check in with your TLC members to find out what day of the week is most convenient for them to meet. This may change depending on the time of year (for example, during the end of term, teachers may be very busy marking exams) so it is important to continually check in with your TLC members.*

- **Venue:** TLCs should be in a location that is convenient for all its members. Teachers may live in different neighborhoods/communities or work in separate schools. The TLC location may not be convenient for every teacher every time; therefore, it is important to pick locations that are convenient for each TLC member on at least one occasion. This may mean that the location of your TLC will change each meeting.

Peer Coach tip: *Check in with your TLC members to see what locations are convenient for them.*

TLC checklist

TLCs require preparation work such as organizing relevant materials for the session and communicating the venue, day and time of the TLC to all members. TLCs also require facilitation skills to foster a safe and supportive environment during the TLC session. To help you prepare for your TLCs, here is a checklist you can review as you organize your TLCs. It is divided into what you need to prepare *before* the TLC, what you need to do *during* the TLC and what you need to accomplish *after* the TLC.

Pre-TLC

- ☐ Reach out to TLC members to coordinate venue, day and time of TLC. Take everyone's schedules into consideration. It is important to compromise with TLC members when scheduling TLCs. Ensure that the time, date and location is convenient for each member on at least one occasion.
- ☐ Confirm venue, day and time of TLC with all TLC members. Send reminders of the TLC date, time and location, especially the day before the TLC.
- ☐ Motivate your peers to attend the TLCs. You can do this by visiting them in their schools or in the community. It is important to build relationships with your TLC members.
- ☐ Bring a paper and pen to take notes during the TLC.
- ☐ Bring your training handbook as it can be a helpful tool when brainstorming solutions and setting goals. Remind your TLC members to bring their handbooks as well.
- ☐ Arrive early to set up the TLC (i.e. placing chairs in a circle, cleaning area, etc.).
- ☐ If possible, organize beverages or small snacks. Offering beverages or a small snack can be motivating for teachers and shows your appreciation for their attendance and participation.

During TLC

- ☐ [If first TLC] Introduce yourselves and review your expectations of the TLC.
- ☐ [If not first TLC] Review previous TLC log and Goal Tracking Sheet to remind yourself of the topics discussed and your peers' goals.
- ☐ Encourage your TLC members to share their experiences in the classroom by sharing your own challenges. Talking about challenges can be difficult, so it is important to lead by example. Be open with the difficulties you may be facing in your classroom to encourage your TLC members to do the same.
- ☐ Practice supportive communication and provide equal opportunities for your TLC members to express their ideas and opinions. Supportive communication includes actively listening to all TLC members, asking reflective questions and providing constructive feedback.
- ☐ Make sure no one (including yourself) is dominating the conversation in your TLC.
- ☐ Devote time for each step of the TLC: 1) celebrate successes and checking in on goals; 2) share challenges faced in the classroom and school; 3) brainstorm solutions; and 4) set goals (based on the teacher competencies) for how to put solutions into action.
- ☐ Fill in the progress column on the Goal Tracking Sheet when helping teachers check their progress in achieving their goals. Don't forget to update your progress as well. It is important to celebrate progress, even if they have not accomplished their goals yet! Help teachers fill in their progress on their individual Goal Tracking Sheets.

- ☐ Fill in the new goals for yourself and your TLC members for the time period before the next TLC. Help teachers fill in their new goals on their individual Teacher Goal Tracking Sheets.

After TLC

- ☐ Complete TLC log after TLC has ended.
- ☐ Build friendships with your TLC members by spending time together outside of the TLC. If you only reach out to remind teachers about attending TLCs, they may not feel motivated to attend and participate. Building friendships with your TLC members helps create a sense of community and belonging, which will motivate everyone to attend and actively participate.

TLC Logs and Goal Tracking Sheets

TLCs support Peer Coaches and teachers improve their teaching practice and explore the most effective strategies to support student learning. To ensure TLCs are successful and productive, Peer Coaches will complete TLC logs and Goal Tracking Sheets. At the end of every TLC, Peer Coaches will write a TLC log to capture basic information on the TLC (date, location, attendance) and the topics/issues discussed during the TLC. TLC logs help Peer Coaches keep track of TLC sessions and discussion topics. By keeping track of what was discussed during the TLCs, Peer Coaches can ensure that all competency areas from the *Training for Primary School Teachers in Crisis Contexts* are covered. Additionally, Peer Coaches can take note of recurring topics and provide the appropriate follow up when needed. For example, if corporal punishment is a frequent topic in the TLCs, the Peer Coach can organize follow-up meetings with relevant actors (i.e. teachers from other TLCs, head teachers, child protection staff, etc.) and make a comprehensive plan to address the issue of corporal punishment, such as school-wide or community-based campaigns or additional trainings on positive discipline.

In addition to the TLC log, Peer Coaches will fill in a Goal Tracking Sheet every TLC. Goal Tracking Sheets keep track of the individual goals teachers and Peer Coaches set during the TLC meetings. These goals should address a challenge the teachers may be facing in their classrooms and should be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts*. Peer Coaches will support teachers in setting these goals, and each teacher will have an individual Teacher Goal Tracking Sheet to measure their own progress on achieving their goals. The Peer Coach will have a master Goal Tracking Sheet with every TLC member's goal as well as their own goal. By keeping track of these goals, Peer Coaches can help their TLC members (and themselves) achieve their goals and improve their teaching practice. It can be scary to try something new - such as implementing a new teaching strategy in your classroom - and a lot of the time you may not succeed on your first attempt. Keeping track of your goals in a supportive community made up of your colleagues can help motivate you to continue trying and ultimately succeed in reaching your goals. In addition, it captures all the hard work you have put into pursuing your goals, which is something to celebrate!

TLC Log Example

On the following page, you will find an example of a completed TLC log, inspired by TLCs in Kakuma refugee camp, Kenya. This example TLC log can serve as a guide (italicize guide) for how you can complete your own TLC logs. You should feel free to complete your logs in whatever way feels most natural to you (i.e. bullet points, full sentences, etc.).

Date of TLC: September 24, 2016 **Location of TLC:** Teacher Resource Center

Name: Peter Marino

Who attended the TLC? (Please include full name of teachers and the names of their schools)

Christine Bashir (Shambe), Erik Hakizimana (Fuji), Damien Ilokul (Cush), Deborah Matiop (Mogadishu), Nelson Nishimye (Unity), Peter Marino (Fashoda)

What were the main topics you discussed in your TLC?

Corporal punishment. Many teachers shared that their colleagues in their schools use corporal punishment and it is difficult to talk with them about why they use it. Deborah said there is a teacher at her school who doesn't use corporal punishment and has very close relationships with his students. When she sees his classroom, his students are always well behaved and eager to learn. She told our TLC members that they should invite their colleagues to visit this teacher so that they can see with their own eyes the positive result of not using corporal punishment. We also talked about positive discipline strategies we can use to prevent or redirect misbehavior in our classrooms such as standing near the child who is misbehaving or changing the volume of our voice.

What was the best moment in the TLC?

The best moment in the TLC was discussing the positive discipline strategies we can use in our classrooms. This was really helpful because we all remembered different strategies. For example, I remembered the importance of encouraging positive behavior in the classroom so that students understand how we expect them to behave in class while Damien remembered the strategy of standing near the students who are misbehaving. It was also helpful to discuss these alternative strategies so that we could make a list to share with the teachers in our schools who do not know any other way of disciplining their students besides corporal punishment.

What was the most challenging moment in the TLC?

The most challenging moment in the TLC was that one member did not attend and did not tell us, so we waited for a long time before starting. It made me feel demotivated, and it was hard to know whether we should start the TLC without her because I thought she was coming.

What will you do differently as you plan for the next TLC?

Since this was our first TLC, we did not have goals to share in the beginning. Next TLC, I will begin by checking in with the teachers on the goals we set today. I will also visit the teacher who did not attend to talk with her about why she didn't come and encourage her to come next time.

From what the group discussed today, what do you hope to discuss in the next TLC?

Classroom management, especially in large classrooms. We realized a lot of teachers use corporal punishment to discipline students but also as a classroom management strategy since we have so many students in our classrooms. We want to discuss different classroom management strategies so we can think of proactive ways to reduce misbehavior and encourage learning for our students.

Overall, how did you feel at the end of the TLC?

I felt very happy that everyone shared their ideas openly, especially because we were talking about a difficult topic. I also felt happy that we came up with different ideas that we can take back to our schools – such as inviting our colleagues to visit Deborah's fellow teacher and trying out different positive discipline strategies in our classrooms. I was upset that one teacher didn't attend, and I hope next time we will have 100% attendance.

Goal Tracking Sheet Example

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Goal Tracking Sheet, which they will fit out each TLC as well. The document on the following page is an example of a completed Goal Tracking Sheet for one TLC, inspired by the TLCs in Kakuma refugee camp, Kenya.

Goal Tracking Sheet Example

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal Progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)
Nelson	I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	I will try to use positive discipline approaches for learners who are misbehaving.	Nelson said that he didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	Nelson will assess the seating arrangement in his class physically – taking note of where the students sit and how the desks are organized. Nelson will review the students' performance so he can try to organize the students by ability.
Christine	I will make class rules with my students and review the reasons and consequences for each rule		Christine made class rules with her students and she asked some students to create a poster with the rules to hang in the classroom.	Christine reached her goal, so she will now set new goals to work on before the next TLC.
Erik	I will invite my colleague who uses corporal punishment to visit Deborah's fellow teacher at Mogadishu who doesn't use corporal punishment	I will talk to my head teacher to try and organize a school meeting to discuss the harmful impact of corporal punishment and alternative forms of discipline	Erik's colleague was not interested in visiting Deborah's colleague to see how not using corporal punishment impacts his students' behavior. Erik didn't have time to talk to his head teacher but he plans to do this.	Erik will plan a meeting with his head teacher to discuss organizing a school meeting about the harmful impact of corporal punishment. Erik will prepare for this meeting by making an agenda for the meeting and proposing dates for the larger school meeting.
Damien	I will create and use a monitoring signs of distress chart to keep track of my students' well-being		Damien created the chart but is finding it difficult to use for each of his 160 students. He talked to the class teacher and they decided they will keep the chart together so no student is left out.	Damien and the head teacher have already made the monitoring signs of distress chart and will now organize a weekly meeting to review the chart together.
Deborah	I will use think-pair-share in my lesson		Deborah used think-pair-share and was really excited to see how it engaged nearly every student in her class.	Deborah reached her goal and wants to set a goal of incorporating a new grouping strategy.
Peter (Peer Coach)	I will use active teaching strategies like debate in my social studies class	I will visit each of my TLC members in their schools or their community	Debate was really successful in my lesson on urbanization. The students actively participated, and since I had given them the topic last week, they came prepared for the debate. I was only able to visit 2 of my TLC members, and I plan to visit the remaining 3 before our next TLC.	I will talk with the three teachers I was not able to visit so we can schedule time for me to visit them in their schools.

Classroom Visitations

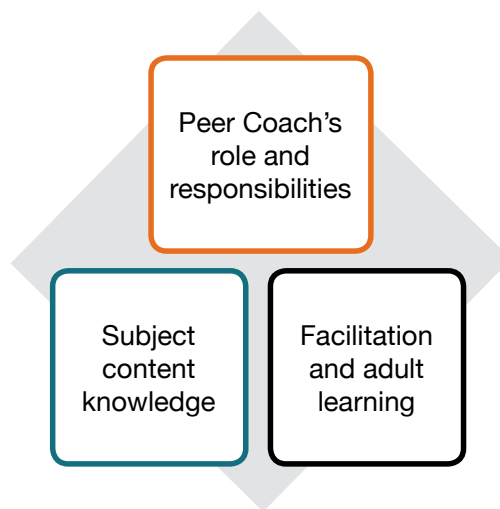
Just as students have different learning styles, teachers may also learn in different ways. Some may learn best by listening, others by discussing/talking. Some may learn best by seeing, while others may learn best by doing. Classroom visitations acknowledge these different learning styles and provide an opportunity for teachers to learn by observing and by doing. While not a required Peer Coaching activity, classroom visitations are a great activity to coordinate with your TLC members. Classroom visitations are visits between TLC members to observe one another teaching a lesson in their classroom. Classroom visitations are different from formal classroom observations because there is no evaluation or assessment. They are a learning opportunity for both the teacher teaching and the teacher observing. There are two main reasons for organizing classroom visitations: 1) to demonstrate effective use of teaching strategies, and 2) to seek further support beyond discussion in overcoming a challenge in the classroom.

For example, let's look at the strategy of using group work. Perhaps one teacher in your TLC, Rose, has successfully implemented a grouping strategy of grouping by ability in her classroom (this grouping strategy mixes students of varying abilities in groups so the stronger students can support those who may need more help, though the students are unaware that they are grouped this way). Rose can invite another TLC member, Peter, who wants to learn more about this grouping strategy, to observe her in her class. Peter may also be struggling with introducing group work in his own lessons so he can invite Rose to observe him in his classroom. In both instances, Rose and Peter are able to learn from each other and support each other in the implementation of new strategies in their classrooms. Rose may feel proud to invite her colleague to watch her successfully implement a grouping strategy, and Peter may feel supported as he continues to try and introduce a new strategy in his classroom.

Core Competencies of Peer Coaches in Crisis Contexts

The Peer Coach competencies are the set of defined behaviors (i.e. skills and attitude) to guide you as you take on the role of Peer Coach. You will become familiar with and develop these competencies in the Peer Coach training.

Figure 2: Peer Coaching Competencies



Peer Coach's Role and Responsibilities

A Peer Coach:

- Promotes a safe, effective learning environment for all students and teachers.
- Encourages self-confidence and the development of all teachers regardless of ability, gender, language, culture, or religion.
- Models collegial relations with teachers, collaboration with school leaders and communicates with all education stakeholders in a professional manner.
- Models reflective, responsive, inclusive and participatory practices during peer coaching activities.
- Maintains and adheres to a coaching calendar and maintains a system of record keeping to account for group (TLC) and one-on-one (classroom observation) activities.
- Recognizes barriers to the successful implementation of peer coaching activities (i.e. time, distance, trust, etc.) and seeks solutions to overcoming those barriers.
- Collaborates with teachers to develop relevant, competency-based, measurable goals.

Facilitation and Adult Learning

A Peer Coach:

- Demonstrates an understanding of methods and approaches suitable for adult learning (adults are internally motivated and self-directed; bring a wealth of life experience and knowledge to learning; and are goal-oriented and driven by learning things that are applicable and relevant in their lives).

- Actively listens and asks questions to promote teachers' reflective practices.

Planning/setting goals

- Supports teachers to self-assess their teaching ability, needs and challenges using the accompanying basic teacher competencies list from the *Training for Primary School Teachers in Crisis Contexts* as key indicators of efficacy.
- Promotes professional development by supporting teachers' strengths and areas of growth.
- Collaborates with teachers to establish short and long-term professional development goals as well as criteria to measure progress in Goal Tracking Sheets, completed during TLCs and/or after classroom observations.

Training-collaboration

- Facilitates opportunities for teacher collaboration, peer observation and professional discussions.
- Provides support in multiple settings based upon teachers' needs and preferences, such as one-on-one meetings (classroom observations, casual conversations) and small group sessions (TLCs).
- Uses a variety of strategies such as co-planning, classroom visitations, classroom observations and modeling to encourage teacher adoption of improved pedagogy and continued development of teacher competencies from the *Training for Primary School Teachers in Crisis Contexts*.

Supported self-assessment

- Monitors and adjusts strategies to support teachers in reaching their goals according to each teacher's progress.
- Recognizes the importance of and facilitates reflection, self-evaluation, and problem-solving.
- Provides (and is open to receiving) constructive, competency-based feedback to support teachers in their efforts to improve teaching practice.
- Supports teachers in analysis and response to trends and patterns in students' learning outcomes.

Subject Content Knowledge

A Peer Coach:

- Is proficient in the language of instruction and has basic knowledge of the language spoken by the majority of teachers and students.
- Demonstrates understanding of the foundational concepts of literacy, mathematics and other primary school subjects.
- Demonstrates an understanding of strategies to support physical, social and emotional safety and well-being of children.
- Demonstrates knowledge of national curriculum and can effectively guide and model lesson planning in line with curricular objectives, approaches, scope and sequence.
- Communicates and models varied age-appropriate techniques for instruction (i.e. pair, group, and whole-class work; read alouds, songs, games) covered in the *Training for Primary School Teachers in Crisis Contexts*.

- Communicates and models techniques which address typical issues in refugee classrooms (i.e. fluctuating class sizes, multiple language use and ability, and varied levels of academic, social and emotional development) covered in the *Training for Primary School Teachers in Crisis Contexts*.

Sources:

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Ontario College of Teachers. (2014). Ethical standards for the teaching profession.

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Save the Children. (2003). Education in emergencies: A toolkit for starting and managing education in emergencies.

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Forms

TLC Log

Date of TLC _____ Location of TLC _____ Name _____

Who attended the TLC? (Please include full name of teachers and the names of their schools)

What were the main topics you discussed in your TLC?

What was the best moment in the TLC?

What was the most challenging moment in the TLC?

What will you do differently as you plan for the next TLC?

From what the group discussed today, what do you hope to discuss in the next TLC?

Overall, how did you feel at the end of the TLC?

Teacher's Goal Tracking Sheet

At the end of every TLC, you will set 1-2 goals that you plan to work on before the next TLC session. You will document your goals on this sheet to keep track of your progress. Every TLC member, including your Peer Coach, will also set 1-2 goals that they will work on. These goals will be based on the skills and strategies you learned in the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges you and your fellow teachers may be facing in your classrooms and schools. At the start of every TLC, everyone will check in with one another on their progress in achieving their goals. You will find an example of how one teacher set goals and measured his progress for the first two TLCs in the first row. This Goal Tracker covers your goals for 10 TLCs. It can be scary to try something new, such as implementing a new teaching strategy in your classroom, and a lot of the time you may not succeed on your first attempt. Keeping track of your goals in your TLC, in a supportive community made up of your colleagues, can help motivate you to continue trying and ultimately succeed in reaching your goals. In addition, it captures all the hard work you have put into pursuing your goals, which is something to celebrate!

Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Goal 1 (TLC 2)	Goal 2 (TLC 2)	Goal progress (to be updated at TLC 3)
[Example] Nelson	[Example] I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	[Example] I will try to use positive discipline approaches for learners who are misbehaving.	[Example] I didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	[Example] I will again to assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	[Example]	[Example] Nelson said that he did have time to assess the seating arrangements, and he has moved students who struggle to read to the front of the class. He also created an aisle in his class so he can now move around when teaching.

Name	Goal 1 (TLC 3)	Goal 2 (TLC 3)	Goal progress (to be updated at TLC 4)	Goal 1 (TLC 4)	Goal 2 (TLC 4)	Goal progress (to be updated at TLC 5)

Name	Goal 1 (TLC 5)	Goal 2 (TLC 5)	Goal progress (to be updated at TLC 6)	Goal 1 (TLC 6)	Goal 2 (TLC 6)	Goal progress (to be updated at TLC 7)

Name	Goal 1 (TLC 7)	Goal 2 (TLC 7)	Goal progress (to be updated at TLC 8)	Goal 1 (TLC 8)	Goal 2 (TLC 8)	Goal progress (to be updated at TLC 9)

Name	Goal 1 (TLC 9)	Goal 2 (TLC 9)	Goal progress (to be updated at TLC 10)	Goal 1 (TLC 10)	Goal 2 (TLC 10)	Goal progress (to be updated at TLC 11)

Goal Tracking Sheet

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Goal Tracking Sheet (see page 14).

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 2)	Goal 2 (TLC 2)	Goal progress (to be updated at TLC 3)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 3)	Goal 2 (TLC 3)	Goal progress (to be updated at TLC 4)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 4)	Goal 2 (TLC 4)	Goal progress (to be updated at TLC 5)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 5)	Goal 2 (TLC 5)	Goal progress (to be updated at TLC 6)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 6)	Goal 2 (TLC 6)	Goal progress (to be updated at TLC 7)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 7)	Goal 2 (TLC 7)	Goal progress (to be updated at TLC 8)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 8)	Goal 2 (TLC 8)	Goal progress (to be updated at TLC 9)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 9)	Goal 2 (TLC 9)	Goal progress (to be updated at TLC 10)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 10)	Goal 2 (TLC 10)	Goal progress (to be updated at TLC 11)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Handouts: Day 1

Handout 1.1 – Keywords

Active listening: The ability to listen attentively and respond to another person in a way that promotes mutual understanding.

Competency: A competency is a skill, ability or set of defined behaviors that provides guidance for how to evaluate a professional role.

Constructive feedback: Providing information to help someone understand their actions and make improvements in an instructive, supportive way.

Peer Coach: A person who encourages collaborative, reflective practices among teachers and supports teachers' needs, goals and professional development using a variety of different techniques (TLCs, classroom observation, team-teaching, co-lesson planning, etc.).

Positive leadership: The ability to support others and help them succeed. Positive leaders are humble team players who have the desire to increase collaboration among peers.

Reflective questions: Questions that encourage thinking and self- evaluation. Reflective questions are often open questions and deep questions.

SMART goal: A helpful acronym that reminds us that a goal should be Specific, Measurable, Achievable, Relevant and Time-bound.

Teacher professional development: The process of learning and implementing new skills, strategies and knowledge to improve teaching practice and further support student learning.

Teamwork: A collaborative effort between two or more people committed to the same goal.

Two-way communication: A process where everyone has an equal opportunity to express him/herself in a conversation through active listening, asking questions and sharing feedback or experiences.

Handout 1.2 – Peer Coach Newspaper Advertisement

HELP NEEDED: REFLECTIVE PEER COACHES FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

We are looking for primary school teachers who are organized and motivated. Additional requirements include the ability to work with little to no supervision. It is necessary to be open-minded, an excellent listener and skilled at asking questions.

The Peer Coach should have primary school teaching experience, be comfortable not knowing all of the answers and ready to work with others to discover the answers. In this role, it is important to accept (or welcome) challenges and proactively seek solutions.

The Peer Coach must be non-judgmental and respectful of others. The ability to establish trust and encourage collaboration is highly recommended. We are looking for someone who can see things from another perspective, and is sensitive to the needs and feelings of others. It is important to be willing to give and receive constructive feedback. Some experience is desirable but not as important as the ability to learn from mistakes.

Every month, the Peer Coach will organize Teacher Learning Circles (TLCs) for their fellow teachers. It is important for the Peer Coach to motivate TLC members to attend and participate in every TLC.

1. Think about the required qualities of a Peer Coach. Which ones are your greatest strengths? Write down 2-3.

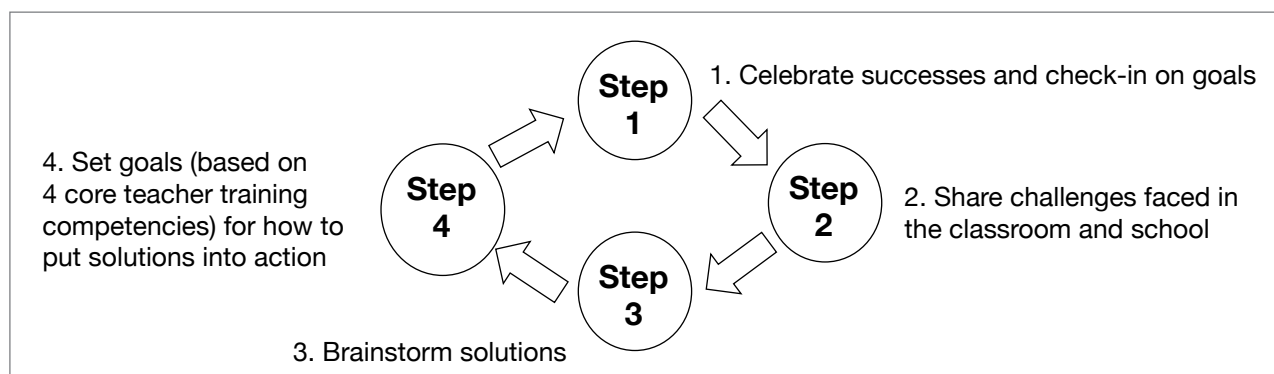
2. What required qualities would you like to improve? Write down 2-3.

This handout was adapted from the:

International Rescue Committee (2016). From harm to home: Teacher mentoring in the Kurdish region of Iraq.

Osterman, K.P. & Kottkamp, R.B. (2004). Reflective practice for educators: Improving schooling through professional development. Thousand Oaks, CA. Corwin Press

Handout 1.3 – TLC Steps and the Peer Coach



1. Write down the ways in which the Peer Coach is a **positive leader**.
2. Write down the ways in which the Peer Coach **communicates in a positive way**.
3. Write down the ways in which the Peer Coach **fosters collaboration**.
4. Write down the ways in which the Peer Coach **helps teachers overcome challenges in their classrooms**.

Handout 1.4 – Principles of Supportive Communication

Supportive communication	
Active listening	<p>The ability to listen attentively and respond to another person in a way that promotes mutual understanding.</p> <p><i>Why is active listening important in peer coaching?</i></p>
Reflective questioning	<p>Questions that encourage thinking and self- evaluation. Reflective questions are often open questions and deep questions.</p> <p><i>Why is reflective questioning important in peer coaching?</i></p>
Constructive feedback	<p>Providing information to help someone understand their actions and make improvements in an instructive, supportive way.</p> <p><i>Why is constructive feedback important in peer coaching?</i></p>
Two-way communication	<p>A process where everyone has an equal opportunity to express him/herself in a conversation through active listening, asking questions and sharing feedback or experiences.</p> <p><i>Why is two-way communication important in peer coaching?</i></p>

As a Peer Coach, it is important to practice each component of supportive communication and encourage the teachers you work with to do so as well. Each of these components requires practice. Write down how you plan to encourage supportive communication with the teachers you work with below.

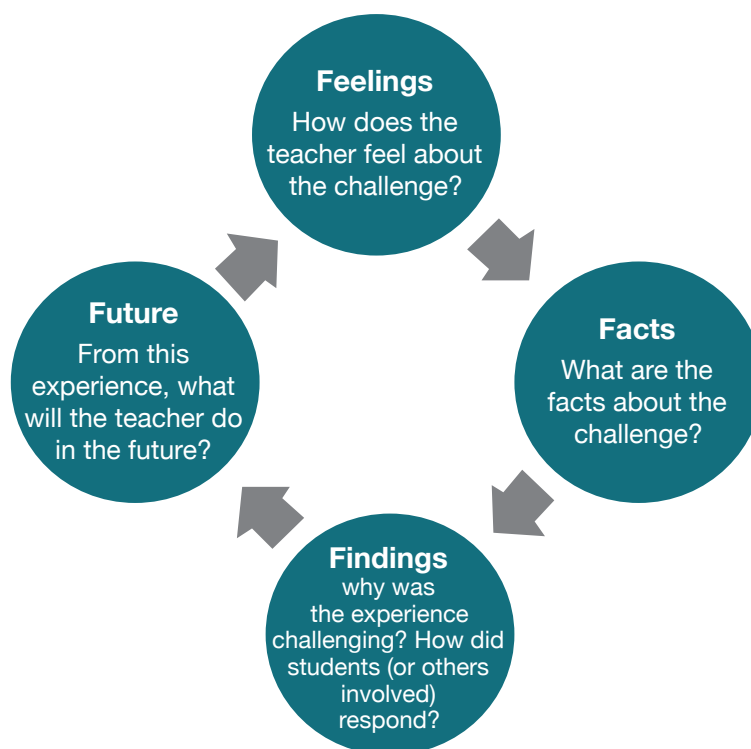
Handout 1.5 – Active Listening Tips

1. **Stop talking.** When you are facilitating a TLC or speaking with a teacher, make sure to provide the time and space for teachers to share their ideas. Allow for moments of silence. It is okay to not always be talking. Peer Coaches should guide conversations, not dominate them.
2. **Focus.** Pay attention to the people around you. It is easy to be distracted by your phone or your many responsibilities. When you are facilitating a TLC or speaking with a teacher, make sure to give 100% of your attention to the teachers you are with. This means making eye contact and showing visual cues to demonstrate you are listening, such as nodding your head.
3. **Listen with your ears and your eyes.** It is important to take note of the non-verbal communication occurring in the TLC. Listen to the tone and volume of your colleagues' voices. Look at their body language, facial expressions and gestures. Non-verbal communication provides helpful clues as to how people are feeling.
4. **Try to put yourself in someone else's shoes.** When a teacher is sharing an idea or challenge, try to imagine what they are saying as though you experienced it. You probably will not agree with what everyone says all the time. That's okay. If a teacher says something that you disagree with, wait and construct a question to help the teacher consider other ideas. Keep an open mind to the views and opinions of the teacher.
5. **Listen for ideas – not just words.** This tip can be challenging! However, it is important to look for the main ideas of what teachers are sharing in the TLCs. By linking together pieces of information, you can provide clear and constructive feedback. This skill is very important for facilitation of TLCs. When you can make connections between what teachers are sharing in the TLCs, you can better guide the conversation. With time and practice, this tip will become easier.

Adapted from Save the Children UK's Coach Guide, 2015.

Handout 1.6 – Reflective Questioning

Reflective questioning guides teachers towards solutions through self-reflection. When teachers come up with solutions to challenges on their own, they are more likely to put their ideas into practice. While it can be tempting to share your advice immediately, it is important to guide teachers towards forming their own ideas about how to overcome their challenges. Reflective questioning helps do just that by supporting teachers understand the four F's – feelings, facts, findings and the future!



The Four F's:

1. **Feelings:** How do you feel your lesson went? What do you feel went well in your lesson? What was challenging?
2. **Facts:** What new teaching strategies from the training did you try? Was this the first time you used this strategy in your class?
3. **Findings:** How did the students respond to the strategy and/or lesson? How did you introduce the strategy to your students?
4. **Future:** How will you use the strategy in the future? What other strategies do you think you could use in this lesson?

The fifth F is **follow up**. Follow-up questions encourage reflection and help Peer Coaches seek clarification on the challenge itself or how the teacher feels about the challenge. Follow-up questions also show teachers that you are actively listening to their challenges through asking questions that relate directly to what they shared.

Reflection questions are open, and we create open, reflective questions by choosing specific words to begin our questions.

For example, “Did/do you” only allow a yes/no response. The same is true for “Are/were you”, “Is/was it” questions. These opening words lead to closed questions, and have the potential to sound judgmental.

To create open, reflective questions, begin them with the following words:

- How
- What
- Why
- In what way

Handout 1.7 – Reflective Questioning Scenario

A colleague has just had a really difficult lesson and comes to you to talk about it. She is a P4 Social Studies teacher with 120 students in her class. She has learners of all ages in her class, from 8 years old to 30 years old. The teacher is only 22, so her oldest students are older than she is. At the beginning of the lesson, the teacher used visual aids to introduce the lesson topic. She then tried to introduce small group work to engage more students in the lesson. She put all the older students together in a group because she thought they would work well together. However, they barely spoke with one another. Additionally, while some groups of younger students worked well together, others were misbehaving. Their behavior started to distract even the focused students and soon the entire class was out of control. Your colleague explained that by the time she had regained control of the class, the lesson was over. She was feeling really disappointed and had started to doubt her ability to try new teaching strategies in the classroom.

Directions: What reflective questions would you ask your colleague? Write down at least one for each stage of reflective questioning. Use **Handout 1.6** to help you.

Remember, one of the most effective ways to support your colleagues is to help them focus on a specific challenge and to develop a specific solution. It's easy to become overwhelmed by all the challenges we face in the classrooms - by focusing on one issue at a time we can really develop that skill and grow in confidence.

Feeling:

Example: How do you feel your lesson went?

1. _____
2. _____

Facts:

Example: Was this the first time you used small group work in this class?

1. _____
2. _____

Findings:

Example: How did your students respond to the small group work?

1. _____
2. _____

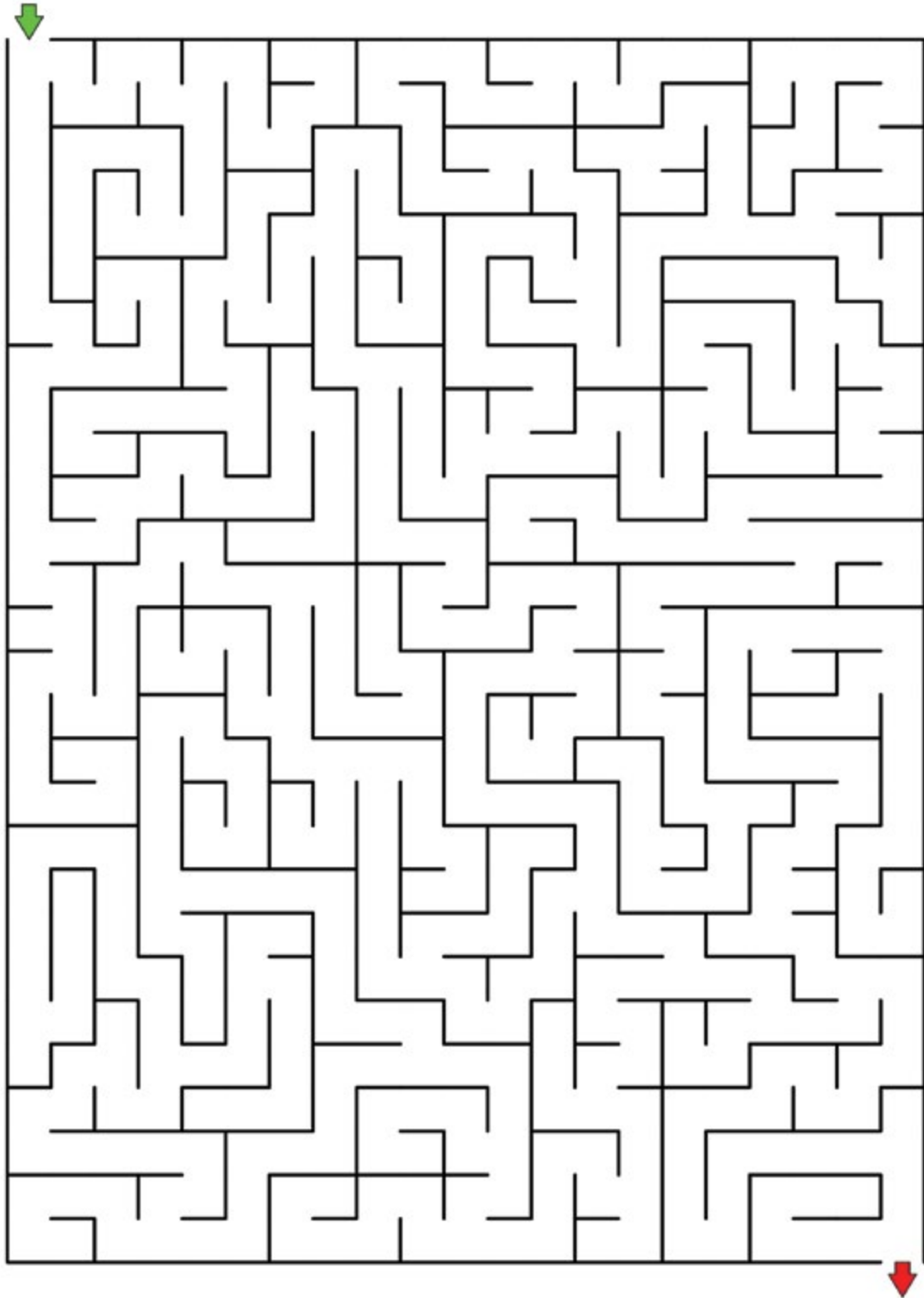
Future:

Example: How would you implement the grouping strategy in the class again?

1. _____
2. _____

Handouts: Day 2

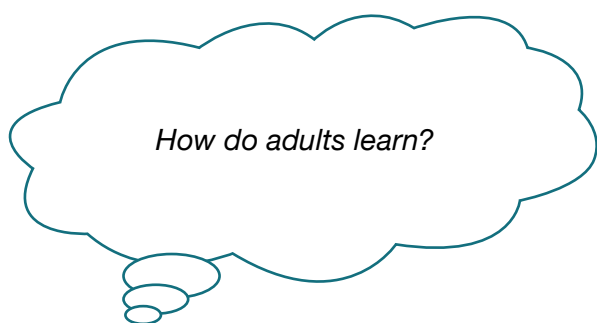
Handout 2.1 – Find Your Way with Two-way Communication



Handout 2.2 – Adult Learning Theory

Andragogy - noun - the method and practice of teaching adult learners

Did you know? Pedagogy means “child-leading” and andragogy means “man-leading” in Greek.



Just as teachers study how children learn in order to be effective educators, Peer Coaches should understand the process of adult learning to support teachers in their professional development. Malcolm Shepherd Knowles (1913-1977) was an American educator who put forth 5 basic principles how adults learn.

1. **Involvement in the learning process:** adults learn best when they are able to actively take part in gaining new knowledge and skills (i.e. being part of a conversation; physically trying out and/or observing a new skill, etc.). Adult learners are already responsible for their own lives and decisions; therefore, they need to be involved in the planning of their learning experience.
2. **Experience as the basis of learning:** adults have a lot of life experiences (both professionally and personally) which they can draw on when learning something new. It is important to make connections between what you're learning now and what you've experienced in the past.
3. **Relevant and applicable learning:** adults are motivated to learn when they are able to use the new knowledge or skill in their daily life. They are ready to learn content that is useful and relevant to their roles in life. This makes learning more meaningful and purposeful.
4. **Problem-solving learning:** adults like to come up with solutions to challenges they may be facing. By brainstorming real solutions to real problems, learning becomes helpful and productive. Problem-solving is also connected to relevant and applicable learning because adults can *apply* the solution they learned to the problem they may be facing.

In small groups, complete the following tasks:

1. Define your principle in your own words or with a visual image.
2. Give an example of a time you learned something in this way.
3. How will you apply this learning principle in your role as a Peer Coach?

Handout 2.3a – TLC Log

Date of TLC: _____ Location of TLC: _____ Name: _____

Who attended the TLC? (Please include full name of teachers and the names of their schools)

What were the main topics you discussed in your TLC?

What was the best moment in the TLC?

What was the most challenging moment in the TLC?

What will you do differently as you plan for the next TLC?

From what the group discussed today, what do you hope to discuss in the next TLC?

Overall, how did you feel at the end of the TLC?

Handout 2.3b – Example TLC Log

Date of TLC: September 24, 2016 **Location of TLC:** Teacher Resource Center

Name: Peter Marino

Who attended the TLC? (Please include full name of teachers and the names of their schools)

Christine Bashir (Shambe), Erik Hakizimana (Fuji), Damien Ilokul (Cush), Deborah Matiop (Mogadishu), Nelson Nishimye (Unity), Peter Marino (Fashoda)

What were the main topics you discussed in your TLC?

Corporal punishment. Many teachers shared that their colleagues in their schools use corporal punishment and it is difficult to talk with them about why they use it. Deborah said there is a teacher at her school who doesn't use corporal punishment and has very close relationships with his students. When she sees his classroom, his students are always well behaved and eager to learn. She told our TLC members that they should invite their colleagues to visit this teacher so that they can see with their own eyes the positive result of not using corporal punishment. We also talked about positive discipline strategies we can use to prevent or redirect misbehavior in our classrooms such as standing near the child who is misbehaving or changing the volume of our voice.

What was the best moment in the TLC?

The best moment in the TLC was discussing the positive discipline strategies we can use in our classrooms. This was really helpful because we all remembered different strategies. For example, I remembered the importance of encouraging positive behavior in the classroom so that students understand how we expect them to behave in class while Damien remembered the strategy of standing near the students who are misbehaving. It was also helpful to discuss these alternative strategies so that we could make a list to share with the teachers in our schools who do not know any other way of disciplining their students besides corporal punishment.

What was the most challenging moment in the TLC?

The most challenging moment in the TLC was that one member did not attend and did not tell us, so we waited for a long time before starting. It made me feel demotivated, and it was hard to know whether we should start the TLC without her because I thought she was coming.

What will you do differently as you plan for the next TLC?

Since this was our first TLC, we did not have goals to share in the beginning. Next TLC, I will begin by checking in with the teachers on the goals we set today. I will also visit the teacher who did not attend to talk with her about why she didn't come and encourage her to come next time.

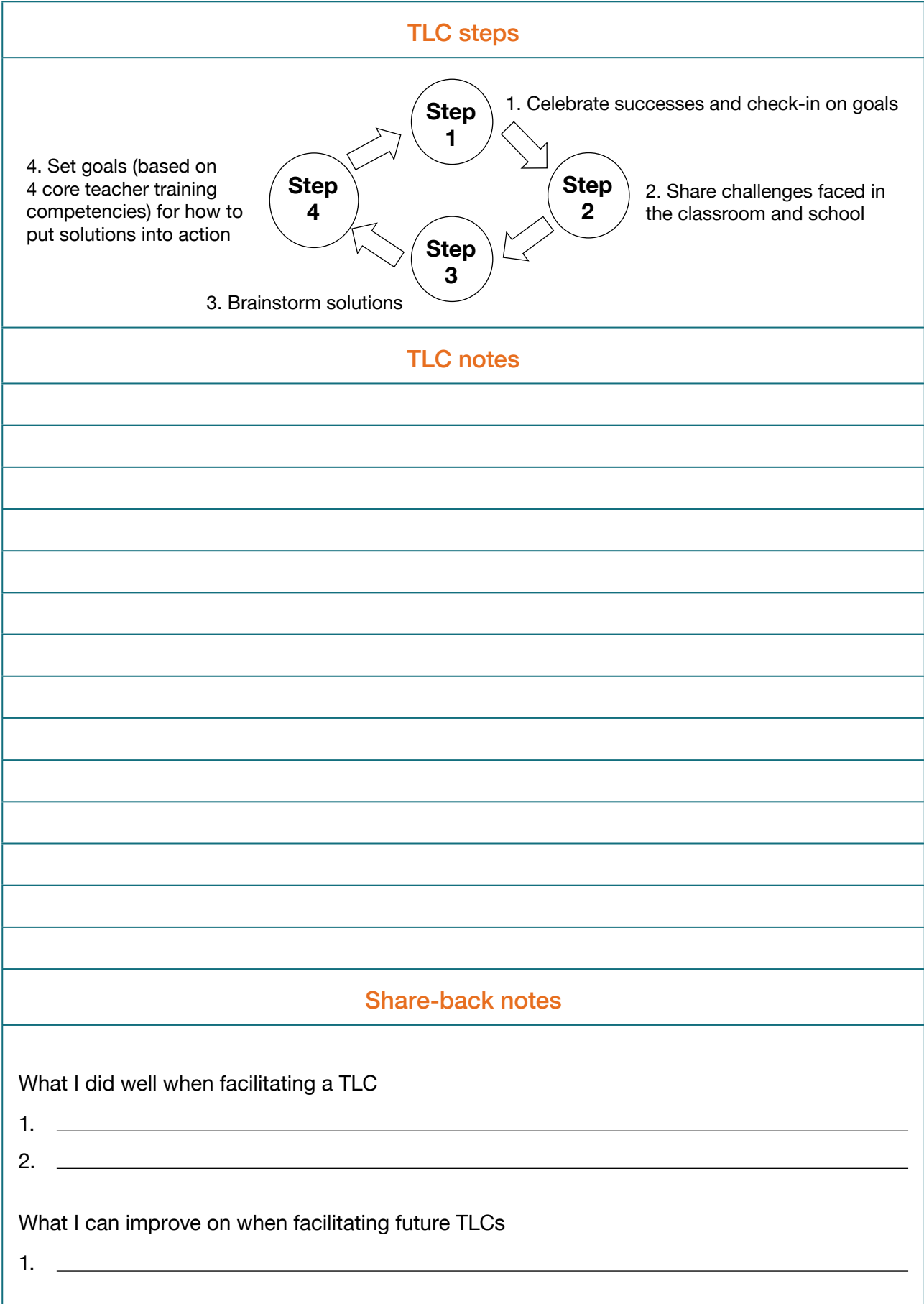
From what the group discussed today, what do you hope to discuss in the next TLC?

Classroom management, especially in large classrooms. We realized a lot of teachers use corporal punishment to discipline students but also as a classroom management strategy since we have so many students in our classrooms. We want to discuss different classroom management strategies so we can think of proactive ways to reduce misbehavior and encourage learning for our students.

Overall, how did you feel at the end of the TLC?

I felt very happy that everyone shared their ideas openly, especially because we were talking about a difficult topic. I also felt happy that we came up with different ideas that we can take back to our schools – such as inviting our colleagues to visit Deborah’s fellow teacher and trying out different positive discipline strategies in our classrooms. I was upset that one teacher didn’t attend, and I hope next time we will have 100% attendance.

Handout 2.4 – TLC Facilitation Practice



Handout 2.5a – Setting Goals in the Four Core Teacher Training Competency Areas



Teacher's Role and Well-being

This month, I will try to:

- Use a weekly schedule to manage the different activities I need to complete as a teacher.
- Use mindfulness strategies, such as counting or breathing, when I am feeling stressed.
- Assess my stress levels and seek assistance if I need support.
- Use conflict resolution strategies, such as STOP-THINK-ACT, to address conflict with students or teachers.
- Collaborate with my fellow teachers by planning at least one lesson together.

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Child Protection, Well-being and Inclusion

This month, I will try to:

- Promote protective factors in my classroom by:
 - Assigning partners so everyone feels included.
 - Recognizing positive behavior and performance through positive reinforcement.
- Reduce risk factors in my classroom by:
 - Stopping [or reducing] corporal punishment.
 - Making sure that boys and girls have their own latrines that are clean and at a safe distance from each other.
- Use a chart to monitor signs of distress among students in my classroom.

- Use a range of active teaching strategies (i.e. role-play, drawing, story-telling, group work, etc.) to ensure the different learning styles of my students are met.
- Practice positive discipline through recognizing positive behavior in the classroom on a daily basis to remind my students what they should be doing.
- Teach a life skill to address a risk I see in my classroom (i.e. the importance of washing hands to prevent the spread of germs and illness).
- Speak to fellow teachers at my school about the impact corporal punishment has on our students and introduce some positive discipline strategies we learned in the training.
- Incorporate social-emotional learning (SEL) in my lesson by focusing on one of the five core skills of SEL (i.e. I will help students develop executive function skills by giving opportunities to practice their listening skills, such as asking students to repeat directions or provide summaries of the lesson topic).

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Pedagogy

This month, I will try to:

- Use a new active teaching strategy, such as concept mapping, role-play or non-verbal cues.
- Ask open questions in my lessons.
- Incorporate group work in at least two lessons.
- Establish classroom routines.
- Create classroom rules/expectations together with my students.
- Use a seating chart.
- Give positive feedback to my students, both written (on their homework) and orally (in class).
- Ask questions of many students in my class, especially the girls.
- Try the differentiation strategy of grouping by ability.
- Use Think-Pair-Share in my class to encourage the engagement of all students in the lesson.

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Curriculum and Planning

This month, I will try to:

- Identify learning standards in my curriculum and incorporate them in my scheme of work.
- Try to make my curriculum relevant to my learners by using examples in my lessons that can connect to my students' lives (i.e. examples from the host country, their countries of origin, etc.).
- Create SMART objectives for my lessons.
- Choose assessments that align with the objectives of my lessons.

- Use continuous assessment strategies in my lessons such as “Prove Me Wrong” and “Exit Tickets”.

-

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Handout 2.5b – Goal Setting Scenarios

1. Your colleague has just been promoted to deputy head teacher. She is really happy but nervous about her increased responsibilities. She will continue teaching her classes (she is a P7 and P8 Science teacher), and she doesn't know how she will be able to handle both roles. Additionally, she serves as a leader in her religious community, a role she enjoys but that takes up at least two evenings a week. She recently confided in you that she has not been sleeping well and has been having very bad headaches.

What competency does this challenge address?

What goal would you help this teacher set?

2. You witness your fellow teacher regularly caning a student in his classroom. The two of you are friendly so during break time you approach him to ask why he caned the student. He explains that the student is constantly disrupting the class, and in order to regain control, he must cane the student. You recently decided to stop using corporal punishment and explain to the teacher the positive discipline strategies you have been trying. While you have only been doing this for the last two months, you have seen positive results in the behavior and attitudes of your students. The teacher is open to your comment, but tells you he does not feel confident trying the positive discipline strategies in his classroom. He is a new teacher and feels the only way the students will respect him is through corporal punishment.

What competency does this challenge address?

What goal would you help this teacher set?

3. Your colleague, a P3 class teacher, tells you she is feeling upset because she has not been able to successfully implement role-play in her classroom. She had been feeling confident because other active teaching strategies – including thumbs up/thumbs down and storytelling – worked really well in her lessons. She had tried to incorporate role-play at the start of the lesson to summarize the previous day's lesson, but the students were confused and the class

became chaotic. Since it was at the start of the lesson, it was difficult to regain control of her class and she didn't get through her entire lesson. She is feeling unmotivated and frustrated that this new strategy is not working as well as the other active teaching strategies she incorporated in her lessons.

What competency does this challenge address?

What goal would you help this teacher set?

4. It is the end of the term and one of your colleagues confides in you that his class did very poorly on their final exams. He is disappointed and does not understand why the students performed poorly since they did well in the first exam of the term. When you asked how he checked for his students' understanding throughout the term, he said he assigned homework on the topics covered in the lessons and had tests and quizzes throughout the term.

What competency does this challenge address?

What goal would you help this teacher set?

Handout 2.6a – Goal Tracking Sheet

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the Training for Primary School Teachers in Crisis Contexts and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Teacher Goal Tracking Sheet, which they will fill out after each TLC as well. The Teacher Goal Tracking Sheet and additional master Goal Tracking Sheet are on pages 14 and 17, respectively.

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Handout 2.6b – Goal Tracking Sheet Example

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Teacher Goal Tracking Sheet, which they will fill out after each TLC as well. This document is an example of a completed master Goal Tracking Sheet for one TLC.

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)
Nelson	I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	I will try to use positive discipline approaches for learners who are misbehaving.	Nelson said that he didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	Nelson will assess the seating arrangement in his class physically – taking note of where the students sit and how the desks are organized. Nelson will review the students' performance so he can try to organize the students by ability.
Christine	I will make class rules with my students and review the reasons and consequences for each rule		Christine made class rules with her students and she asked some students to create a poster with the rules to hang in the classroom.	Christine reached her goal, so she will now set new goals to work on before the next TLC.
Erik	I will invite my colleague who uses corporal punishment to visit Deborah's fellow teacher at Mogadishu who doesn't use corporal punishment	I will talk to my head teacher to try and organize a school meeting to discuss the harmful impact of corporal punishment and alternative forms of discipline	Erik's colleague was not interested in visiting Deborah's colleague to see how not using corporal punishment impacts his students' behavior. Erik didn't have time to talk to his head teacher but he plans to do this.	Erik will plan a meeting with his head teacher to discuss organizing a school meeting about the harmful impact of corporal punishment. Erik will prepare for this meeting by making an agenda for the meeting and proposing dates for the larger school meeting.
Damien	I will create and use a monitoring signs of distress chart to keep track of my students' well-being		Damien created the chart but is finding it difficult to use for each of his 160 students. He talked to the class teacher and they decided they will keep the chart together so no student is left out.	Damien and the head teacher have already made the monitoring signs of distress chart and will now organize a weekly meeting to review the chart together.
Deborah	I will use think-pair-share in my lesson		Deborah used think-pair-share and was really excited to see how it engaged nearly every student in her class.	Deborah reached her goal and wants to set a goal of incorporating a new grouping strategy.
Peter (Peer Coach)	I will use active teaching strategies like debate in my social studies class	I will visit each of my TLC members in their schools or their community	Debate was really successful in my lesson on urbanization. The students actively participated, and since I had given them the topic last week, they came prepared for the debate. I was only able to visit 2 of my TLC members, and I plan to visit the remaining 3 before our next TLC.	I will talk with the three teachers I was not able to visit so we can schedule time for me to visit them in their schools

Handout 2.7 – Plan First TLC

Planning for your first TLC	
What activities do you need to do logistically to plan for your TLC?	
How will you plan your TLC agenda/schedule ? What are the four steps of a TLC?	
How can you foster a supportive environment in your TLC?	

Handout 2.8 – Peer Coach Self-reflection Goal Setting

<p>Looking at my reflection notecard from the first day of the training, what has changed (if anything) about my strengths or areas from improvement?</p>	<p>Strength:</p> <p>Area of improvement:</p>
<p>As I take on the role of Peer Coach, what are 1-2 areas I would still like to improve in? Write the 1-2 areas for improvement as goals. <i>(These can be the same as the concluding reflection activity)</i></p>	<p>Area of improvement: Goal:</p> <p>Area of improvement: Goal:</p>
<p>What steps can I take to achieve these goals? <i>(Write down 1-2 actionable steps for each goal)</i></p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. 2. <p>Goal 2</p> <ol style="list-style-type: none"> 1. 2.
<p>How will I check my progress in achieving my goals? <i>(Write down the timeline for checking on your progress and the signs you will look for to identify progress)</i></p>	
<p>Progress update [To be filled out after the training at the time you identified in your answer above]</p>	



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Email: teachers@inee.org