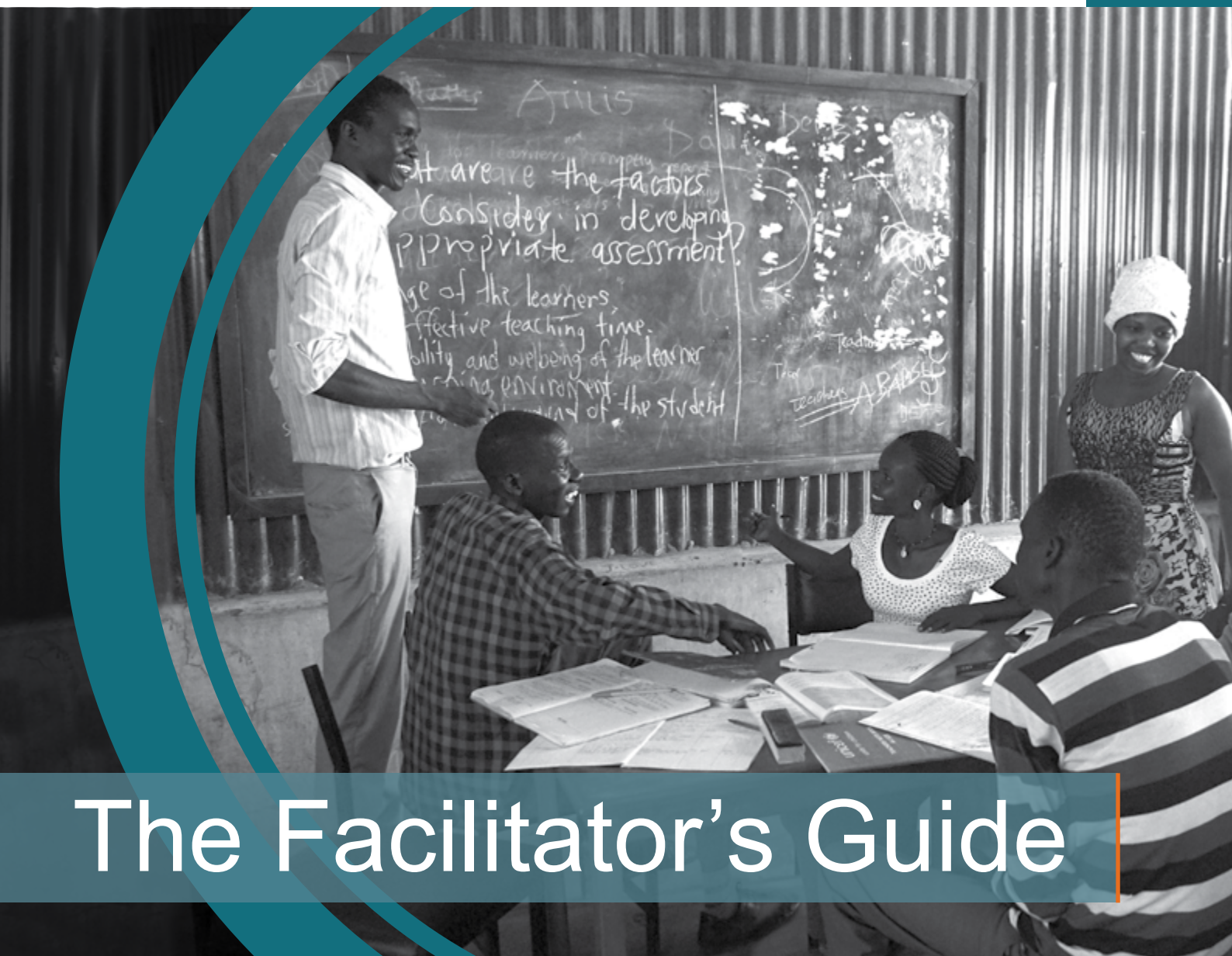




# PEER COACHING FOR TEACHERS IN CRISIS CONTEXTS



## The Facilitator's Guide

# Acknowledgements

The peer coaching materials in this pack were developed by members of the Teachers in Crisis Contexts Working Group (TiCCWG). The TiCCWG is a diverse inter-agency group of individuals working together from international NGOs, universities, and UN agencies under the auspices of the Inter-Agency Network for Education in Emergencies (INEE). The materials are a product of a unique collaboration between global and regional education experts, teacher training experts, graduate students, field practitioners and teachers.

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# Introduction

The most promising teacher professional development programs provide teachers with different opportunities to learn new knowledge and skills and enough time to practice these techniques in their classrooms. In crisis contexts, where many teachers are untrained or undertrained, this continued support is arguably needed most; yet professional development in these settings is sporadic, of varied quality and often lacks any follow up support post-training (Burns and Lawrie, 2015). To address this lack of quality professional support for teachers in crisis contexts, the Teachers in Crisis Contexts Reference Group (TiCC) published the *Training for Primary School Teachers in Crisis Contexts* training pack in March 2016, a competency-based training designed specifically for teachers working in emergency settings.

Following the publication of the training pack, the TiCC began work on complementary Peer Coaching materials. Peer Coaching is continuous professional development (CPD) led by teachers for 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 Coaching provides this support through two main activities: 1) Teacher Learning Circles (TLCs), and 2) Classroom Observations.

This document introduces what Peer Coaching is, who Peer Coaches are and outlines the Peer Coach training. It also provides facilitation tips and implementation guidance for those interested in using the Peer Coach supplement training to complement the *Training for Primary School Teachers in Crisis Contexts* training pack. The Peer Coach supplement training was peer reviewed by teacher education and education in emergency experts, and field-tested in Kakuma refugee camp (Kenya) multiple times before being finalized.

## What is Peer Coaching?

Peer Coaching provides an additional layer of support for teachers participating in the *Training for Primary School Teachers in Crisis Contexts* by preparing teachers to use Teacher Learning Circles (TLCs) and Classroom Observations. Through these collaborative activities, teachers create a network of support and develop communities of practice to strengthen their professional development after training workshops.

## Who is a Peer Coach?

Peer Coaches are motivated, committed and passionate teachers who have participated in the *Training for Primary School Teachers in Crisis Contexts*. These teachers receive additional training on positive leadership, supportive communication and adult learning to become Peer Coaches. It is important for Peer Coaches to participate in the teacher training prior to the Peer Coach supplemental training to ensure they are familiar with the content in the teacher training as well as the teachers they will be working with. By being familiar with their fellow teachers, Peer Coaches can better support teachers' continued professional development in group (TLC) and one-on-one (classroom observations) activities.



## What are the Peer Coaching activities?

The Peer Coach supplement training prepares teachers to organize, facilitate and conduct TLCs and classroom observations. Through TLCs and classroom observations, teachers create a community of practice where they support one another strengthen their individual teaching and work towards improving education in their community.

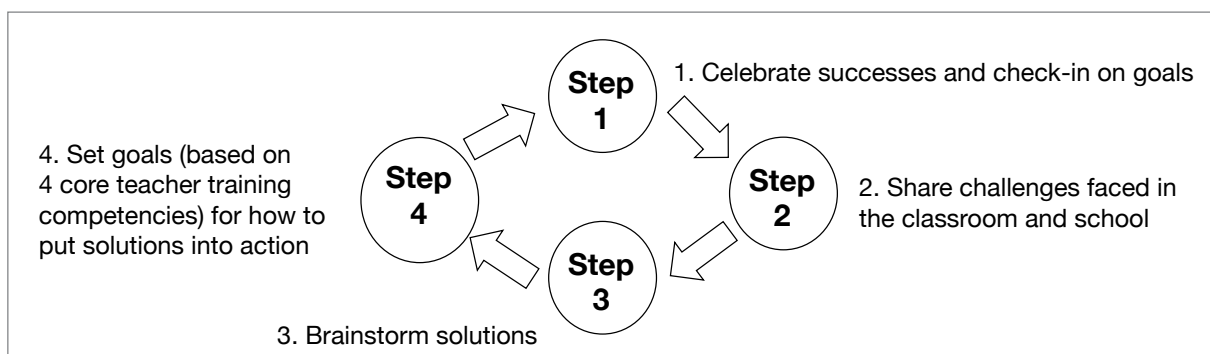
### Teacher Learning Circles (TLCs)

TLCs are regularly scheduled meetings (e.g. once or twice each month) for teachers to celebrate teaching successes and brainstorm solutions to challenges they may be facing in their classrooms. They serve as group sharing sessions to help create a professional community of teachers who support and encourage one another to meet their needs. Each TLC is approximately 1.5 hours.

There are four steps for the TLC (see Figure 1):

- 1) Celebrate successes and check-in on goals
- 2) Share challenges faced in the classroom and school
- 3) Brainstorm solutions
- 4) Set goals (based on the 4 core teacher competencies) for how to put solutions into action

**Figure 1: The four steps for the TLC**



There are two forms Peer Coaches complete for TLCs:

- 1) TLC Logs
- 2) Goal Tracking Sheets

In the TLC Logs, Peer Coaches write the main topics they discussed in the TLC and any challenges they faced organizing and/or facilitating the TLC. Peer Coaches fill in TLC Logs after the TLC is finished. See page 6 (in Peer Coach Toolkit Level 1) or page 7 (in Peer Coach Toolkit Level 2) for an example of a completed TLC log. In the Goal Tracking Sheets, Peer Coaches write the individual goals each teacher sets in the TLC (Step 4 of the TLC). At the start of the following TLC, Peer Coaches and teachers review their progress on these goals (Step 1 of the TLC). Peer Coaches fill in Goal Tracking Sheets during the TLC with teachers. See page 8 (in Peer Coach Toolkits Level 1 and Level 2) for an example of a completed Goal Tracking Sheet.

TLCs are most effective when they occur consistently over a sustained period of time. Frequent TLCs ensure that teachers receive continuous peer support with enough time to reflect on and practice new teaching strategies. The *Training for Primary School Teachers in Crisis Contexts* has a 4-day Introductory Training Pack and 4-module extended training pack. For teachers participating in the Introductory Training Pack, the TiCC recommends a minimum of four TLCs (one TLC for each day of the training). For teachers participating in the 4-module extended training pack, the TiCC recommends a minimum of eight TLCs (two TLCs for each module). These are minimum recommendations, and the TiCC strongly encourages more TLCs to provide effective peer support post-training.

## Classroom Observations

Moving away from the traditional evaluative classroom observation, Peer Coaching Classroom Observations encourage teachers to learn through seeing their colleagues in action and reflecting on lessons post-teaching.

There are three steps in the Peer Coach Classroom Observation:

- 1) Pre-observation meeting
- 2) Classroom observation
- 3) Post-observation meeting

**Table 1: Classroom Observation Steps**

Classroom Observation Steps		
<b>Step 1</b>	<b>Pre-observation meeting</b>	The pre-observation meeting is a casual conversation where the Peer Coach and teacher confirm the time/date of the observation. This can occur in person or over the phone.
<b>Step 2</b>	<b>Classroom observation</b>	During the classroom observation, the Peer Coach takes descriptive notes on the lesson, including the actions of the teacher and the students. The Peer Coach takes notes on what went well in the lesson, referred to as 'Strengths', and areas for improvement, referred to as 'Improvements'.
<b>Step 3</b>	<b>Post-observation meeting</b>	In the post-observation meeting, the Peer Coach asks the teacher reflective questions to help the teacher think about how the lesson went. It is important for the Peer Coach to guide the conversation by asking questions, not lead the discussion by immediately providing feedback.

There are two forms Peer Coaches complete for classroom observations:

- 1) Classroom Observation Forms
- 2) Post-observation Meeting Forms

On the Classroom Observation Form, Peer Coaches write descriptive notes on the Strengths and Improvements identified during the classroom observation. This form is just for the Peer Coach and helps the Peer Coach guide the post-observation meeting. These notes are not shared with the teacher. See pages 13-15 (in Peer Coach Toolkit Level 2) for examples of a completed Classroom Form and Post-observation Meeting Form.

On the Post-observation Meeting Form, Peer Coaches write the teachers' ideas for the Strengths and Improvements in their lessons. The Post-observation Meeting Form has reflective questions the Peer Coaches can ask teachers to guide the meeting. Additionally, Peer Coaches and teachers set 1-2 goals and write action plans for how to achieve their goal(s) on the Post-observation Meeting Form.

Similar to TLCs, classroom observations are most effective when they occur consistently. Regular classroom observations ensure teachers become comfortable being observed and receive continuous peer support by reflecting on their lessons with their Peer Coach. It is recommended that classroom observations occur once a month or every other month (depending on the time and availability of teachers).

### Classroom Visitations

Classroom visitations are visits between TLC members to observe one another teaching a lesson in their classroom. Unlike Peer Coach Classroom Observations, classroom visitations do not have formal post-observation meetings or classroom observation forms to complete. In addition, classroom visitations are different from Peer Coach Classroom Observations because every TLC member observes each of their colleagues teaching *and* is observed by each of their colleagues. Classroom visitations happen on a rotating schedule so everyone has an opportunity to observe and be observed.

Classroom visitations are opportunities for mutual learning by witnessing teaching practice in action. They happen when teachers want to show their colleagues how to successfully implement a new strategy from the training in their classroom or when they request more support in implementing a strategy that has been challenging for them. Classroom visitations are **not** a required Peer Coaching activity, but the TiCC highly recommends them.

### How does Peer Coaching fit with the *Training for Primary School Teachers in Crisis Contexts Training Pack*?

Change in teaching practice takes time. Without continued support, it is hard to remember new knowledge from the *Training for Primary School Teachers in Crisis Contexts*, and it is even harder to transfer this knowledge into action. Peer Coaching creates opportunities for teachers to support one another post-training through TLCs and Classroom Observations. The continuous professional and personal support teachers are able to provide to one another through Peer Coaching helps teachers apply the skills they learned in the training in their classrooms.

Peer Coaching should take place directly after the training workshop to ensure connected and continued support post-training. In both the 4-day Introductory Training Pack and the extended modular pack, teachers cover four core competency areas: 1) Teacher's Role and Well-being; 2) Child Protection, Well-being and Inclusion; 3) Pedagogy; and 4) Curriculum and Planning. Each teacher, including the Peer Coach, begins Peer Coaching with the same knowledge of the competencies. Peer Coaches receive additional training on how to identify the competency area a teacher may be having a challenge with *and* how to set SMART goals (Specific, Measurable, Achievable, Realistic/Relevant and Time-Bound) based on the competency to overcome the challenge.



Through goal setting, Peer Coaches help their colleagues (and themselves) reflect on a challenge they may be facing in their classroom and set realistic goals, based on the *Training for Primary School Teachers in Crisis Contexts*, to overcome the challenge. Peer Coaching also provides the continued support needed to achieve these goals and ultimately make sustained positive changes in teaching practice.

## What are the two levels of Peer Coaching?

There are two levels of Peer Coaching in the Peer Coach supplement training. Peer Coach Level 1 (Day 1-2) prepares participants to facilitate TLCs with their colleagues. Peer Coach Level 2 (Day 1-3) prepares participants to facilitate TLCs *and* conduct Classroom Observations with their colleagues. See Table 2 below.

The Peer Coach supplement training has two levels to provide for implementation flexibility. Just as the training itself will need to be contextualized, the level of Peer Coaching should be selected based on the needs and availability of the teachers in a particular setting. Level 1 Peer Coaching may be more appropriate for teachers with limited time as it is less of a time commitment for teachers to meet in monthly TLCs; whereas Level 2 Peer Coaching may be better suited for teachers with more flexibility in their schedules to ensure they can conduct monthly Classroom Observations.

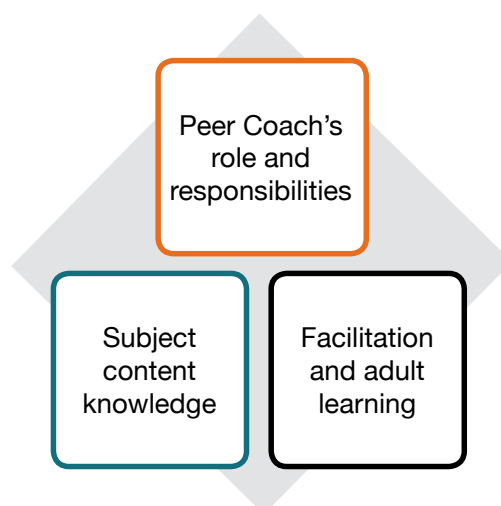
Table 2: The two levels of Peer Coaching

Peer Coach Level 1	
Peer Coach Training Days	Days 1 & 2
Peer Coach Activities	TLCs, classroom visitations (optional)
Peer Coach Level 2	
Peer Coach Training Days	Days 1, 2 & 3
Peer Coach Activities	TLCs, Classroom Observations, classroom visitations (optional)

# Core Competencies of Peer Coaches in Crisis Contexts

The Peer Coach supplement training is based on 25 Peer Coach competencies developed by the TiCC that represent the skills, abilities and behaviors of a Peer Coach. These 26 Peer Coach competencies are divided into three main competency areas: 1) Peer Coach's Role and Responsibilities; 2) Facilitation and Adult Learning; and 3) Subject Content Knowledge. Peer Coach's Role and Responsibilities supports positive leadership, reflection and problem-solving skills; Facilitation and Adult Learning supports collaboration, organizational skills and learning. Subject Content Knowledge is not included in the Peer Coach supplement training; however, the TiCC recommends conducting supplementary training by subject experts to support teachers develop the necessary subject knowledge competencies.

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*.

# Daily Schedule of the Peer Coach Supplement Training

The Peer Coach supplement training contains a facilitator's guide, Peer Coach toolkit and a PowerPoint deck (the slides can also be easily written on flipchart paper if technology is not available). The training can be done in two days for Level 1 Peer Coaching and three days for Level 2 Peer Coaching (see Table 2). The table below provides an overview of each day of the training, including the session titles, objectives and times.

## Days at-a-glance

Table 3: Days at-a-glance

<b>Day 1</b> <b>Level 1 &amp; 2</b>	<b>Session 1: The Role and Responsibilities of a Peer Coach &amp; TLCs</b> <b>Objectives:</b> By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>• Describe the role and responsibilities of a Peer Coach.</li> <li>• Identify key qualities of a Peer Coach.</li> <li>• Explain why Peer Coaching is an important component of continuous teacher professional development.</li> <li>• Describe the purpose of a TLC and the Peer Coach's role in organizing and facilitating TLCs.</li> </ul> <b>Time:</b> 3 hours 15 minutes
	<b>Session 2: Supportive Communication</b> <b>Objectives:</b> By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>• Identify the four principles of supportive communication.</li> <li>• Practice active listening and reflective questioning.</li> <li>• Describe the importance of using supportive communication in Peer Coaching.</li> </ul> <b>Time:</b> 1 hour 55 minutes
<b>Day 2</b> <b>Level 1 &amp; 2</b>	<b>Session 1: Foundations of Adult Learning &amp; TLC Practice</b> <b>Objectives:</b> By the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Identify the four principles of adult learning.</li> <li>• Explain how adult learning relates to Peer Coaching.</li> <li>• Facilitate a TLC using supportive communication.</li> </ul> <b>Time:</b> 3 hours 35 minutes

	<p><b>Session 2:</b> Setting Goals using the 4 Core Competency Areas of the <i>Training for Primary School Teachers in Crisis Contexts</i></p> <p><b>Objectives:</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Set goals in the 4 core competency areas from the <i>Training for Primary School Teachers in Crisis Contexts</i>.</li> <li>• Explain the purpose of the Goal Tracking Sheet.</li> <li>• Identify the steps in planning a TLC.</li> </ul> <p><b>Time:</b> 1 hour 30 minutes (2 hours for Level 1 Peer Coach training)</p>
<p><b>Day 3</b></p> <p><b>Level 2</b></p>	<p><b>Session 1:</b> Classroom Observations</p> <p><b>Objectives:</b> By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Build trusting, positive relationships with fellow teachers and other education stakeholders.</li> <li>• Distinguish the role of Peer Coach from Supervisor/Inspector.</li> <li>• Identify the three components of a Classroom Observation.</li> <li>• Use supportive communication in post-observation meetings.</li> </ul> <p><b>Time:</b> 5 hours</p>

## Tips for Facilitators

The Peer Coach supplement training models the positive leadership, supportive communication and collaborative practices that teachers will use as they take on their role of Peer Coach. As a facilitator, you will model these strategies by:

- Using supportive communication techniques, such as active listening and reflective questioning.
- Giving sufficient time for participants to reflect on the training materials and asking questions to encourage active participation.
- Promoting collaboration by encouraging participants to work together in various activities.
- Providing ample time for participants to practice the Peer Coaching activities so they can better understand and facilitate these activities post-training.

The Peer Coach supplement training also intends to model the active, learner-centered techniques that are being taught to the teachers in the *Training for Primary School Teachers in Crisis Contexts* training pack. All facilitation techniques should be practical, active and participatory. As the facilitator, you will use varied teaching techniques that participants learned in the teacher training to reinforce the teacher competencies. This modeling will also support participants as they help their fellow teachers continue to develop the teacher competencies in the Peer Coaching activities.



# Implementation Guidance

## Training activities

The order of the activities in this guide is the recommended sequence of activities. The facilitator should feel free to change the order of activities to make the training as relevant and meaningful for the teachers in his/her context. The recommended sequence of activities is based off extensive piloting in Kakuma refugee camp, and may not be the most appropriate sequence for teachers in other contexts. It is very important for the facilitator to review this guide and make any changes to the sequence that s/he feels is necessary.

## Selection

Peer Coaches are motivated, committed and passionate teachers who have participated in the *Training for Primary School Teachers in Crisis Contexts* training. During the teacher training, there should be an open application process for participating teachers (see pages 100-101 for a sample application from *Teachers for Teachers* in Kakuma refugee camp, Kenya). When possible, the facilitator should visit teachers in their classrooms prior to selecting participants for the Peer Coaching training. During the visits, the facilitator should look for the following:

1. Whether the teacher is:
  - a. Using strategies from the training in his/her classroom.
  - b. Speaking with the students in a calm and supportive manner.
  - c. Speaking to their fellow teachers in a friendly and collaborative manner.
2. Additional selection criteria should include ensuring diversity of:
  - a. Gender.
  - b. Nationality.
  - c. School (if training includes teachers from several schools).
  - d. Teaching experience.
  - e. Subjects taught.

While not necessary to include, it is recommended to think about the possibility and sustainability of an incentive structure for the Peer Coaches. In their new roles, Peer Coaches will be taking on additional responsibilities on top of their existing jobs/obligations. For teachers in crisis contexts whose time is already limited, an incentive, such as a bike or small monetary stipend, can be both motivating and a way of helping the Peer Coach facilitate the Peer Coaching activities. Some questions you may ask yourself in making this decision include:

1. Can we offer an incentive to Peer Coaches?
2. What is the most appropriate incentive to provide the Peer Coaches (i.e. money, bicycles, etc.)?
3. Do we have money to provide a small incentive for the Peer Coaches? If so, what is the appropriate amount to provide given the salary they receive?
4. What implications would providing an incentive have on the relationship between Peer Coaches and their fellow teachers?

5. What implications would it have on the existing education provider (NGO, MoE, etc.)?
6. How long are we able to sustain the incentive?
7. How would Peer Coaching be different without an incentive structure?

## Grouping

Prior to implementing the Peer Coach training, it is important to determine the structure of the Peer Coaching groups. Peer Coaching groups can be school-based or inter-school, subject- or grade/class-based or comprise a variety of subjects and grades/classes. Regardless of the composition of the Peer Coaching group, it is important to include teachers' ideas and opinions in their formation. Before the Peer Coach training, organize opportunities to speak with teachers through focus group discussions (FGDs), key informant interviews or casual conversations to understand teachers' priorities for their continued learning. In addition to understanding teachers' personal and professional motivations, it is important to think through the challenges that may prevent teachers from actively participating in the Peer Coaching activities (i.e. long distances between schools, unavailable or unreliable transport, different personal motivations, limited time, etc.). No amount of thoughtful preparation will completely eliminate barriers for participation; however, thoughtful consideration of potential challenges can reduce these barriers.

While Peer Coaching groups can take many forms, the TiCC encourages school-based or inter-school groups if schools are located in close proximity (providing it is safe to walk between schools). In crisis contexts, there may be a limited number of schools or the schools may be a far distance from one another. Transport may be expensive, limited, unreliable or completely unavailable. For these reasons, the TiCC promotes school-based TLCs or inter-school TLCs for schools nearby one another. School-based TLCs allow teachers to strengthen collaboration internally with strong potential to positively change school culture. Inter-school TLCs promote shared learning across teachers from various schools who may otherwise not have had the opportunity to collaborate. Both approaches present opportunities and challenges, and it is necessary to speak with the teachers and other relevant education stakeholders to determine the best approach for the context.

## Supporting teachers support one another

Providing relevant and substantial support to teachers is a critical component to quality education and a fundamental right of teachers and students in crisis contexts. However, it is equally important to recognize the additional burden continuous professional development opportunities may impose on teachers working in these settings. The Peer Coach model is asking teachers to take time in their already overburdened schedules to add on additional responsibilities. Teachers working in crisis contexts face extraordinary challenges, such as managing overcrowded classrooms, balancing a diverse student population, providing psychosocial support to children who have experienced displacement, and receiving minimal support for their own professional and personal needs. While there is no clear balance between respecting the already overburdened schedule of teachers and providing additional, sustained professional support, it is important for those who use the Peer Coach model to keep this issue at the forefront of their minds during its implementation. Additionally, it is important to include teachers when planning how to implement the Peer Coaching model in your setting.

# Peer Coach Training Checklist

Here are five helpful steps for you to accomplish before facilitating the Peer Coach supplement training:

## Step 1: Get to know the teachers

- ▶ Spend time in classrooms and schools to see what types of collaborative opportunities exist for the teachers and what types of pedagogy are currently being used by the teachers. If time permits, hold 1-2 focus group discussions (FGDs) with teachers (see pages 98-99 for a sample FGD guide), review any teacher and student data available, and/or hold brief interviews with teachers.

## Step 2: Familiarize yourself with the educational environment

- ▶ Investigate local resources and organizations available to provide further support to teachers and students (NGOs, MoE, UN agencies, etc.) and research the current professional development opportunities in place for teachers (including quality assurance departments through NGOs or MoE).
- ▶ Meet with local education officials from NGOs, MoE or UN agencies to develop partnerships. Working with other local organizations will ensure Peer Coaching builds on existing programs instead of duplicating efforts.
- ▶ Map out the schools of the teachers participating in Peer Coaching to get an idea of the number of schools, the distribution of teachers across schools, and the distance between the schools. It is important to consider these points to eliminate potential barriers for teachers' participation in Peer Coaching activities. School-based Peer Coaching groups are highly recommended to further reduce obstacles for participation.

## Step 3: Plan the Peer Coach training

- ▶ Confirm the Peer Coach application and selection process (see Implementation Guidance - Selection) and the Peer Coach grouping strategy (see Implementation Guidance - Grouping).
- ▶ Select Level 1 or Level 2 Peer Coach training, and use the corresponding Peer Coach toolkit for the level of training you selected.
- ▶ Read the Facilitator's Guide and the Peer Coach toolkit corresponding with the Peer Coach Level. This toolkit outlines the overarching objectives of Peer Coaching and the responsibilities and activities of Peer Coaches. You should familiarize yourself with this toolkit prior to the training and make any adjustments for how you plan to implement Peer Coaching.

## Step 4: Inform school leadership of Peer Coach training and activities

- Send letters to head teachers, principals or relevant school leadership with information about Peer Coaching activities (see pages 102-103 for a sample letter to head teachers). It is important to keep school leadership informed of their teachers' additional responsibilities and activities while participating in Peer Coaching (e.g. meeting in TLCs, conducting classroom observations, etc.). If possible, visit schools to talk with head teachers, principals and other school leadership about Peer Coaching.

## Step 5: Establish clear expectations for teachers participating in Peer Coaching during the *Training for Primary School Teachers in Crisis Contexts*

- While only some teachers will be selected as Peer Coaches to receive additional training, all teachers from the teacher training will participate in Peer Coaching activities offered by the Peer Coaches. Clearly establishing expectations for participation in the Peer Coaching activities helps promote engagement in the TLCs and classroom observations once the Peer Coaching starts. The peer-to-peer model may be new for teachers; therefore, identifying the structure and establishing expectations are critical to its success. In the extended-modular training, Module 1: Teacher's Role and Well-being, Session 3: Collaboration and Communities of Practices provides relevant, informative and participatory activities for introducing Peer Coaching.

### Sources:

- Burns, M. and Lawrie, J. (Eds.). (2015). *Where It's Needed Most: Quality Professional Development for All Teachers*. New York, NY: Inter-Agency Network for Education in Emergencies.
- INEE. (2010). *Guidance notes on teaching and learning*.
- INEE. (2010). *Minimum standards for education: Preparedness, response, recovery*.
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- IRC. (2014). *Minimum requirement for refugee teachers*.
- Ontario College of Teachers. (2014). *Ethical standards for the teaching profession*. Ontario College of Teachers. (2014). *Standards of practice for the teaching profession*. Save the Children. (2003). *Education in emergencies: A toolkit for starting and managing education in emergencies*.
- TESSA. (2012). *Analysis of an effective teacher*.



# The Facilitator's Guide

## How to use this guide

### Icons



This icon shows a tip or suggestion to help you along with the activity.



This icon points to questions you should ask your participants.



This icon provides example answers to the questions posed to the participants.



This icon provides a script for what you can say to make connections across activities.

## Day 1

### Session 1

## Introduction to Peer Coaching and Teacher Learning Circles (TLCs)



### Time

3 hours 15 minutes

### Objectives

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

- Describe the role and responsibilities of a Peer Coach.
- Identify key qualities of a Peer Coach.
- Describe the purpose of a Teacher Learning Circle and the Peer Coach's role in organizing and facilitating TLCs.
- Explain why Peer Coaching is an important component of continuous teacher professional development.



### Materials

#### Appendices:

- Appendix 1A – Positive Leadership Quotations
- Appendix 1B – Peer Coach Newspaper Advertisement Required Qualities Key
- Appendix 1C – Step Over the Line Statements
- Appendix 1D – TLC Script
- Appendix 1E – TLC Steps Example Answers

#### Handouts:

- Handout 1.1 – Keywords
- Handout 1.2 – Peer Coach Newspaper Advertisement (Level 1)
- Handout 1.2 – Peer Coach Newspaper Advertisement (Level 2)
- Handout 1.3 – TLC Steps
- Peer Coach Model (page 1 in Peer Coach Toolkits Level 1 and Level 2)

#### General:

- Peer Coach toolkit
- Flipchart paper
- Markers
- Loose paper
- Pens
- Notecards
- Post-its
- Tape
- Rope



## Slides



- Slides 1-8 (page 111)

## Pre-work for facilitator

- Review PowerPoint slides and contextualize as appropriate. Should PowerPoint not be available, draw slides on flipchart paper (Slides 1-8).
- Review Peer Coach toolkit, particularly the Peer Coach model and TLC section.
- Contextualize the 6 Positive Leadership quotations (Appendix 1A) in advance to ensure they are relevant to the participants' backgrounds (i.e. nationality, culture, gender, region, etc.), and write quotations on flipchart paper (one quotations per paper).
- If this is not the first Peer Coach supplement training, invite previous Peer Coaches for *What is a TLC?* activity.

## INTRODUCTION



**TIME:** 35 minutes



**MATERIALS:** Handout 1.1 – Key Words, flipchart, markers



**SLIDES:** Slides 1-5

### 1. Introduce Peer Coach training as a component of the *Training for Primary School Teachers in Crisis Contexts* (10 minutes)

**Summary of activity:** This activity is the opening activity of the Peer Coach training. The main purpose of this opening activity is to welcome participants to the Peer Coach training and connect Peer Coaching to the *Training for Primary School Teachers in Crisis Contexts*. It is important to briefly review the four main competency areas from the teacher training because Peer Coaching provides additional support for teachers as they continue to develop these competencies post-training. Several “house-keeping” activities will also take place (i.e. distributing the Peer Coach toolkits, pointing out the keywords of the day, reviewing the daily schedule, etc.).

## STEPS

- Welcome participants to the training and emphasize their selection was based on their commitment and strong communication and collaboration skills exhibited in the teacher training.
- Provide background information on the *Training for Primary School Teachers in Crisis Contexts*.
  - ▶ 4 core competency areas: 1) Teacher's Role and Well-being; 2) Child Protection, Well-being and Inclusion; 3) Pedagogy; and 4) Curriculum and Planning (Slide 2)
- Introduce Peer Coach's role in providing ongoing teacher professional development support in these four areas (Slide 3).
- Point out **Handout 1.1** and explain that we'll review these keywords throughout the training.

- Review Session 1 Objectives (Slide 5):
  - ▶ Describe the role and responsibilities of a Peer Coach
  - ▶ Identify key qualities of a Peer Coach
  - ▶ Describe the purpose of a Teacher Learning Circle and the Peer Coach's role in organizing and facilitating TLCs
  - ▶ Explain why Peer Coaching is an important component of continuous teacher professional development

## 2. Establish ground rules for training (5 minutes)

**Summary of activity:** In this activity, the participants will brainstorm a list of ground rules to guide the behaviors and attitudes during the training. It is important to establish rules as a group so everyone feels comfortable with and understands the purpose of the behaviors and attitudes expected during the training.

### STEPS

- Ask participants to brainstorm a list of behaviors and attitudes expected of one another during the training.
- Encourage behaviors that are consistent with those of a Peer Coach for example:
  - ▶ Be respectful
  - ▶ Listen to the opinions of others
  - ▶ Give everyone a chance to share their ideas
  - ▶ Turn phones on silent
  - ▶ Have fun!
- Record participants' responses on flipchart paper and hang on wall for duration of training.

## 3. Participant introductions/role model reflection (20 minutes)

**Summary of activity:** This activity asks participants to reflect on role models in their lives and the qualities these role models possess. Through thinking about personal examples of role models, participants will compile a list of key qualities shared across their role models. It is useful to begin the day with an individual reflection (as opposed to introducing new information) so the participants feel comfortable sharing with one another and contributing their ideas. This list of role model qualities will be a great foundation for talking about Peer Coach qualities later in the morning.



Ask participants to think of someone who has been a role model in their lives and explain that each participant will introduce him/herself to the group by sharing his/her name and 1-3 qualities of his/her role model. In addition to sharing these role model qualities, participants will explain why these qualities are important for a role model to possess.



Be mindful that some participants may be more eager to share their role models than others. Sharing a personal example first (of the desired length/time of the response) can be helpful to model the type/length of answers participants can share.



**Example answers:** Patient, kind, trustworthy, good listener, leader; these qualities are important for role models because they make people trust you and feel comfortable talking to you, especially about topics that may be challenging.

- As participants share, record the qualities on flipchart paper to create a list of common role model qualities. Hang this list on the wall for the remainder of the day. Encourage participants to write the list in their own notebooks. After everyone has shared, review the list and ask the participants if they think anything is missing or if they strongly disagree with anything.

## POSITIVE LEADERSHIP WARM UP



**TIME:** 15 minutes

**MATERIALS:** Appendix 1A – Positive Leadership Quotations, flipchart, markers, Handout 1.1 - Keywords

### 1. Positive leadership warm up

**Summary of activity:** This activity introduces the idea of positive leadership. Positive leaders often lead from behind and value the ideas and experiences of their peers as much as their own. This activity emphasizes the importance of humility in leadership. It also connects the idea of positive leadership to the traits listed in the role model reflection opening activity. At the end of this activity, remind participants that while they have been talking about the qualities of others - role models in their lives or positive leaders - they possess many of these traits as well. Close the activity by explaining that Peer Coaches are positive leaders in their schools and communities.

### STEPS

- Hang 6 positive leadership quotations from **Appendix 1A** around the room at the start of the activity.
- Read quotations aloud with participants and then give 5 minutes for them to walk around the room and stand by the quotation that they feel most accurately describes positive leadership.
- Ask participants to share why they chose the quotation, and draw out key themes.
- Write “A positive leader is...” on flipchart paper or the whiteboard. Ask participants to finish the sentence in their own words in their notebooks. After 3 minutes, ask the participants to share their sentences.
- Summarize their responses and record key qualities on the flipchart paper and hang throughout the training. Draw connections to the Role Model Qualities list.



**Connecting Back:** Positive leaders often serve as role models in their communities, and therefore share many of the same qualities (as seen in our Role Model Qualities list). For example, positive leaders have the ability to listen to and learn from their peers. In order to do this, positive leaders must be humble and value the experiences of others. If you value the experience of others, listening becomes very easy for you because you believe their ideas and their background are important. These two qualities - being a good listener and being humble - are essential characteristics of role models and positive leaders because they highlight the idea that everyone has something to teach and learn.

- Direct the participants' attention to the keywords of the day in **Handout 1.1**, specifically "Positive Leadership".
- Explain the connection between positive leadership and the role of a Peer Coach.



**Connecting Back:** Adults come with a range of different academic backgrounds, professional experiences, and other types of skills that can be harnessed and shared. The role of a positive leader is to recognize those assets and encourage adults to share their experiences. Peer Coaches act as positive leaders by recognizing the value of their fellow teachers' formal and informal experiences, and by creating opportunities for their colleagues to learn from one another through sharing these experiences.

## WHAT IS PEER COACHING?



**TIME:** 40 minutes



**MATERIALS:** Peer Coach Model (page 1 in Peer Coach Toolkits Level 1 and Level 2), Appendix 1B – Peer Coach Newspaper Advertisement Required Qualities Key, Handout 1.2 – Peer Coach Newspaper Advertisement, flipchart, markers, notecards



**SLIDES:** Slide 6

### 1. Introducing the role of a Peer Coach (25 minutes)

**Summary of activity:** This activity introduces the Peer Coach toolkit, which includes the Peer Coach model that provides an overview of the Peer Coach's roles and responsibilities. The Peer Coach toolkit will anchor the rest of the training and support participants' take on their role as Peer Coaches post-training. This activity will primarily focus on the Peer Coach model, but the Peer Coach toolkit also includes information on TLCs, classroom observations, and the Peer Coach competencies.

## STEPS

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- Thank participants for their insightful reflections on role models and positive leaders. Let participants know that this activity will build on their reflections and introduce the role and responsibilities of a Peer Coach.
- Review Peer Coach definition (Slide 6): A Peer Coach is person who encourages collaborative, reflective practice among teachers and supports teachers' needs, goals and professional development using a variety of different techniques (TLCs, classroom visitations and observations, team-teaching, co-lesson planning, etc.).
- Have participants look at the **Peer Coach Model** (page 1 in Peer Coach Toolkits Level 1 and Level 2), and explain that it will support them carry out their Peer Coach responsibilities.
- Read the Peer Coach model aloud and review the Peer Coach responsibilities. Explain that you will look at other documents in the toolkit later in the training.
- Answer any questions participants may have about the Peer Coach model. Allow participants to ask questions about the toolkit more generally, but due to time restrictions, explain you may not answer all their questions in this activity. For that reason, distribute notecards to participants and encourage them to write down their questions. Collect these notecards at the end of the activity and review them privately so you can address certain questions during relevant moments in the training. If appropriate, when addressing these questions throughout the training, pose the question back to the participants. Perhaps they have covered the content of their question since asking it, and it can be motivating and confidence-building to answer or respond to their own questions.

## 2. The qualities of a Peer Coach - newspaper advertisement (15 minutes)

**Summary of activity:** This activity will further strengthen the connection between the qualities of positive leadership and role models to those of the Peer Coach.

## STEPS

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- Have participants look at **Handout 1.2** and ask for volunteer(s) to read aloud.
- Encourage participants to underline the required qualities of a Peer Coach. After reading **Handout 1.2**, ask each participant to share one quality they underlined until you have covered all the qualities listed. Use **Appendix 1B** as a guide.
- Give participants 5 minutes to complete Questions 1 and 2 individually.
- Encourage participants to share their answers with the whole group (be sensitive to the comfort level of participants in sharing their areas of improvement).
- Remind participants that they will be helping teachers identify their strengths as well as their areas for improvement, specifically in the 4 core competency areas. Draw connections to the importance of leading by example as a role model (from positive leadership activity) and remind participants that they will also be identifying areas they would like to improve to further strengthen their teaching.
- Explain to participants that the training will help them to further develop the qualities of a Peer Coach.

## PEER COACHING IN TERMS OF TEACHER PROFESSIONAL DEVELOPMENT (TPD)



**TIME:** 30 minutes

**MATERIALS:** Flipchart paper, markers, post-it notes

**SLIDES:** Slide 7

### 1. Peer Coaching in terms of teacher professional development (15 minutes)

**Summary of activity:** This activity will introduce the importance of teacher professional development (TPD) in promoting quality education and emphasize the role of the Peer Coach in effective, continuous TPD.

#### STEPS

- Write “Teacher professional development is...” on the whiteboard or flipchart paper. Ask participants to finish the sentence in their own words in their notebooks. Make sure participants understand the meaning of “development” (i.e. progress, growth, improvement). After two minutes, ask 3-5 participants to share their responses.



**Example answer:** Teacher professional development is the process of learning and implementing new skills, strategies and knowledge about how to improve/strengthen teaching practice to further support student learning.

- Record their responses on the whiteboard or flipchart paper, and draw out key themes.
- Divide a new flipchart paper or whiteboard into two columns and label one column “What are three skills I would like to develop?” and the other “What do I need to develop these three skills?” (Slide 7).



Encourage participants to think about the knowledge and/or skills they would like to develop as a teacher. Ask them:

- ▶ What are three skills you would like to develop?

- Distribute post-it notes to the participants and have them write their responses on post-its and ask them to stick these notes on the side of the t-chart under the “What are three skills I would like to develop?”



Remind participants of the 4 competency areas they covered in the teacher training (point to the flipchart of the competency wheel from Slide 2). Provide an example to help participants respond to this question: For example, I want to strengthen my lesson planning skills so I can be more effective in organizing my lessons.



- Have participants stick these notes on the side of the t-chart under “What are three skills I would like to develop?”



Once the participants finish sticking their notes on the t-chart, ask them:

- ▶ What do *you need* or what can *you do* to develop professionally in these three areas? (Slide 7).



Provide an example to help participants respond to this question: For example, if I want to develop my lesson planning skills, I might try to work with another teacher to write my lesson plans. This is a skill in the Curriculum and Planning competency.

- Have participants write their responses on post-its and ask them to stick these notes on the side of the t-chart under the “What do I need to develop these skills?”
- Invite participants to come to the whiteboard or flipchart paper to review what their colleagues wrote. Take five minutes to carefully review what participants wrote and summarize their responses.
- Explain that continuous support and collaboration with fellow teachers are key to developing teaching skills. Teacher training is an important form of TPD, but sometimes training alone is not enough. Introduce the concept of continuous professional development (if participants did not mention it). Explain the role of Peer Coaching in support of this.



**Connecting Back:** *Training is very important for teacher professional development, especially in supporting teachers learn new knowledge and skills. However, for teachers to apply this knowledge in their classrooms, TPD needs to extend beyond training. Peer Coaching is a strategy for providing ongoing support post-training. Training and Peer Coaching work together to provide teachers with the opportunity to learn new knowledge and skills and the continued peer support to transfer this learning into action in their classrooms. It gives teachers the opportunity to reflect on how they are applying strategies from the teacher training. Teachers also build a network of support among their colleagues, where they can celebrate successes in their classrooms and brainstorm solutions to challenges they may be facing.*

## TEACHER LEARNING CIRCLES (TLCS)



**TIME:** 1 hour 15 minutes



**MATERIALS:** Appendix 1C – Step Over the Line Statements, Appendix 1D – TLC Script, Appendix 1E - TLC Steps and the Peer Coach Example Answers, Handout 1.3 – TLC Steps Handout 1.3 - TLC Steps and the Peer Coach, rope (or tape), flipchart paper, markers



**SLIDES:** Slide 8

### 1. Step over the line (15 minutes)

**Summary of activity:** This activity demonstrates that everyone has different strengths and weaknesses and through collaboration, people can improve their performance and well-being. This activity also aims to create an atmosphere of comfort among the participants by showing them that they are not alone in their experiences and/or emotions - especially those that are challenging or difficult.

### STEPS

- Tell participants that they will learn about TLCs for the remainder of the session. Explain that before learning about TLCs, participants will participate in a short activity to make everyone more comfortable talking about their strengths, challenges and feelings.
- Place rope (or stick tape) on the ground in a straight line and ask participants to all stand on one side of the rope.
- Explain to participants that you will read several statements aloud (from **Appendix 1C**) and should their answer be yes, they should step over the line and take a moment to see who is standing on either side of the line.



Should participants feel uncomfortable declaring yes-no statements by stepping over the line, adapt this activity to Stand-and-Declare. In Stand-and-Declare, the facilitator will assign one side of the room “yes”, the other side of the room “no”, and the middle of the room “maybe”. The facilitator will read the statements on **Appendix 1C**, and the participants will answer by moving to the side of the room that they feel is the most true to them. Participants are able to respond “maybe” by standing in the middle of the room, or give more nuanced responses by standing closer to the “yes” or “no” wall. Stand-and-Declare allows participants to respond to the statements on a sliding scale of dis/agreement as opposed to Step Over the Line which asks the participants to agree or disagree.

- Encourage participants to share and be sensitive to those who may not feel comfortable sharing (especially the more personal statements).
- Read statements from **Appendix 1C** aloud and participate in the activity (by stepping over the line when a statement is true for you).

- Explain that the participants possess diverse strengths as well as areas in which they can improve. Through collaboration, they can build upon one another's strengths and help one another progress in weaker areas. TLCs are a place where this collaboration can occur.

## 2. What is a TLC? (1 hour)

**Summary of activity:** This activity will introduce TLCs and their role in TPD in more detail. It highlights that TLCs provide a space for peer support where teachers help one another overcome challenges they may be facing in their classroom and set goals to improve their teaching practice through a TLC role-play.

### STEPS

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- Display the TLC cycle (Slide 8) to summarize what a TLC is and introduce the 4 steps of a TLC.
- Have participants look at their **Peer Coach toolkit** and read the Introduction to TLCs aloud together (stop before the three bullet points about frequency, consistency and venue).
- Explain to participants that they will now observe a model TLC and introduce Peer Coaches from previous training (should they be available). Otherwise select three teachers to role-play in the TLC and provide them with **Appendix 1D**.
- Have participants look at **Handout 1.3** with the 4 steps of a TLC and encourage them to take notes during the model TLC. Divide the participants into four groups, and assign each group one area to focus on during the role-play. The four areas are:
  - ▶ Write down the ways in which the Peer Coach is a positive leader.
  - ▶ Write down the ways in which the Peer Coach communicates in a positive way.
  - ▶ Write down the ways in which the Peer Coach fosters communication.
  - ▶ Write down the ways in which the Peer Coach helps teachers overcome challenges in their classrooms.
- Encourage participants to write notes during the model TLC on the area they are focusing on. Let participants know they will share back with the whole group after the model TLC.
- Role-play TLC with former Peer Coaches or selected participants. If possible, Peer Coaches from previous cohorts role-play a TLC with the facilitator(s). If this is the first training, select 3 teachers to role-play the model TLC and provide them with the TLC script (**Appendix 1D**). This activity allows the participants to see the four components of a TLC (celebrate successes, share challenges, brainstorm solutions and make an action plan) and how supportive communication is used in the TLC.
- After TLC role-play, give each group 5 minutes to discuss their area of focus. Walk around and help participants in their groups using the example answers in **Appendix 1E**.
- Have each group present back what they discussed to the whole group for 5 minutes.
- After each group has presented, encourage participants to ask questions of Peer Coaches (if they are available) and/or about the TLC.



### **Example questions:**

- ▶ How do you encourage everyone to participate in the TLC discussion?
- ▶ What do you do if no one has a challenge s/he wants to share?
- ▶ How do you handle a question if you do not know the answer or may be facing a similar challenge in your classroom?



### **Example answers:** (should former Peer Coaches not be available to participate in training):

- ▶ Be aware of each member's participation and body language. If some TLC members are not participating, ask them questions about their experience with the topic being discussed. If their body language is telling you that they feel nervous or shy, talk with them outside of the TLC, let them know how much you value their ideas and encourage them to participate in the next TLC.
- ▶ Be prepared to share a challenge you may be facing in your classroom or discussion topic from the training.
- ▶ Be willing to learn from your colleagues. Being a Peer Coach does not mean you have all the answers. In fact, Peer Coaching is all about learning from and with your fellow teachers. It is important to lead by example and show your willingness to learn from your colleagues by opening up the question to all TLC members. If everyone is still not sure how to address the challenge, let your TLC members know you will do more research on the topic before the text TLC to respond to the question.

- Thank former Peer Coaches or volunteer participants for the model TLC and let participants know that in the next session they will practice some of the communication techniques (i.e. actively listening, asking questions, etc.) they just saw in the model TLC.

## Day 1

### Session 2

## Supportive Communication



### Time

1 hour 55 minutes

### Objectives

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

- Identify the four principles of supportive communication.
- Practice active listening and reflective questioning.
- Describe the importance of using supportive communication in Peer Coaching.

### Materials



#### Appendices:

- Appendix 1F – Mother-in-Law Role-play
- Appendix 1G – Reflective Questioning Example Answers

#### Handouts:

- Handout 1.4 – Principles of Supportive Communication
- Handout 1.5 – Active Listening Tips
- Handout 1.6 – Reflective Questioning
- Handout 1.7 – Reflective Questioning Scenario

#### General:

- Peer Coach toolkit
- Flipchart paper
- Markers
- Loose paper
- Notecards
- Pens
- Tape

### Slides



- Slides 9-12 (pages 111-112)

### Pre-work for facilitator

- Review PowerPoint slides and contextualize as appropriate.
- Should PowerPoint not be available, draw slides on flipchart paper (Slides 9-12).
- Print 4 extra copies of Appendix 1F for participants in role-play.
- Contextualize scenario in Handout 1.7 – Reflective Questioning Scenario to be

representative of the challenges teachers may be facing. You can find out these challenges by visiting teachers in their classrooms and speaking to teachers in Focus Group Discussions (FGDs), one-on-one interviews and/or casual conversations about the challenges they face in their classrooms.

## SUPPORTIVE COMMUNICATION



**TIME:** 2 hours 30 minutes



**MATERIALS:** Appendix 1F – Mother-in-Law Role-play, Appendix 1G – Reflective Questioning Example Answers, Handout 1.4 – Principles of Supportive Communication, Handout 1.5 – Active Listening Tips, Handout 1.6 – Reflective Questioning, Handout 1.7 – Reflective Questioning Scenario, Peer Coach toolkit, flipchart paper, markers, pens, loose papers, notecards



**SLIDES:** Slides 10-12

### 1. Principles of supportive communication (25 minutes)

**Summary of activity:** This activity will introduce the four principles of supportive communication - active listening, reflective questioning, constructive feedback and two-way communication. It distinguishes the difference between “critical” communication and “constructive” communication through a role-play with a mother-in-law and daughter-in-law. The facilitator should highlight the importance of supportive communication for Peer Coaches and how/when Peer Coaches will utilize supportive communication with teachers. The facilitator can draw connections to the model TLC in Session 1. Teachers will then have time to practice active listening and reflective questioning; two-way communication and constructive feedback will be practiced in later sessions.

### STEPS

- Ask for two volunteers to act out the first scenario in the mother-in-law role-play and then ask two new volunteers to act out the second scenario (**Appendix 1F**).
- Encourage participants to think about the contrasting types of communication strategies used in the scenarios:



Ask participants:

- ▶ If you were the daughter-in-law, how would you feel after hearing the mother-in-law’s negative comments?
- ▶ How would you feel as the daughter-in-law in the second scenario?
- ▶ What differences did you observe between the first and the second scenario? Why?



**Example answers:**

- ▶ Embarrassed, sad, disappointed
- ▶ Encouraged and motivated to try cooking the meal again
- ▶ In both scenarios, it is clear that the meal is bad because of the mother-in-law's body language/non-verbal cues. However, in the first scenario, the mother-in-law uses harsh words to criticize the daughter-in-law's cooking, and it is clear the daughter-in-law's feelings are hurt. In the second scenario, the mother-in-law compliments the daughter-in-law's dishes, thanks her for her efforts to prepare the meal, and gives constructive feedback to help her improve her cooking.



Ask participants:

- ▶ How do people communicate beyond the words they speak?



**Example answer:** People communicate with their facial expressions, body language and tone and volume of their voice.

- Explain the importance of supportive communication.



**Connecting Back:** *Our words, tone of voice and body language all make up how we communicate with our family, friends, colleagues and students. It is important to recognize how we communicate directly affects these people, both positively and negatively. If we use harsh language, as the mother-in-law did in the first scenario, we can make people feel sad, embarrassed and unmotivated. The same is true with our body language. If we seem unhappy because we are not smiling or closed off because we are crossing our arms across our chest, other people may feel nervous to speak with us. If we use kind language, as the mother-in-law did in the second scenario, we encourage others to not only speak openly with us but to continue trying a task that may be difficult for them (for example, cooking). By recognizing the positive contributions of others, we motivate them with our advice rather than making them feel sad or embarrassed.*



Ask participants:

- ▶ Which scenario incorporated supportive communication? Why?

- Look at the table on **Handout 1.4** and ask participants to answer why the four components of supportive communication are important for Peer Coaching based on the qualities of the Peer Coach they discussed in the morning and the role-play they just watched.
- You can use the example answers below to support teachers as they work on **Handout 1.4**.



### Example answers:

- ▶ Active listening: it is important to listen to others to show we respect and value their ideas and experiences.
- ▶ Reflective questioning: it is important to ask questions of others that help them reflect on their actions, ideas and experiences. These types of questions support others come up with solutions to challenges they may be facing on their own and make positive changes to overcome these challenges.
- ▶ Two-way communication: this type of communication allows people to learn from one another and mutually benefit from their knowledge and experiences.
- ▶ Constructive feedback: giving advice is most beneficial when it is supportive, relevant and applicable. Constructive feedback is information that is both supportive and instructive to help others improve.

- Explain the importance of supportive communication in the relationship between Peer Coaches and teachers and that supportive communication is one of the most important skills a Peer Coach should develop.



**Connecting Back:** *When Peer Coaches use supportive communication with their fellow teachers, they help create an environment where everyone feels comfortable to share their ideas and experiences, both positive and negative. It can be intimidating to share personal or professional challenges. Using supportive communication makes it easier to share these challenges. Perhaps more importantly, it creates an encouraging environment to set goals and come up with solutions to overcome these challenges.*

- Let participants know that they will now focus on the first two principles of supportive communication (active listening and reflective questioning) and look at two-way communication and constructive feedback in later sessions.
- Review Session 2 Objectives (Slide 10).

## 2. Active listening (20 minutes)

**Summary of activity:** In this activity participants will practice active listening by working in pairs to share what is exciting/nerve-racking about becoming Peer Coaches. Highlight the challenges in both sharing opinions and listening for a long period of time. Distinguish the difference between passive and active listening and review strategies for active listening.

### STEPS



- Ask participants:
- ▶ How can you show you're a good listener?



**Example answers:** Make eye contact, show visual cues such as nodding one's head, ask follow-up questions.

- Divide participants into pairs. One participant will be speaking and one will be listening. The speaker has 60 seconds to share their hopes and concerns for becoming a Peer Coach. When time is up, the listener must summarize what their partner shared and ask them one follow-up question. Then the participants will swap roles and repeat the exercise. Display instructions (Slide 11).



Ask participants:

- ▶ How did you feel when you were speaking?
- ▶ How did you feel when you were listening?



**Example answers:** It felt nice to have my partner's full attention; it was nerve-racking to talk for the entire minute; it was challenging to listen without interrupting to ask a question or make a comment.

- Highlight the importance (and difficulty) of active listening and have participants look at **Handout 1.5**.
- Read through **Handout 1.5** with participants and answer any questions they may have. Participants may have talked about many of the active listening tips on **Handout 1.5** in answering the first question (how can you show you're a good listener?). Make sure to recognize and praise their responses from earlier.
- Explain the importance of active listening for Peer Coaches as a way of supporting the teachers they work with develop professionally.



**Connecting Back:** *When Peer Coaches actively listen to their colleagues, they show their fellow teachers that they value their ideas, experiences and opinions. In addition, it is important for Peer Coaches to actively listen so they are prepared to ask reflective questions and give constructive feedback to their colleagues. Asking reflective questions and giving constructive feedback helps Peer Coaches and their fellow teachers continue to develop their teaching skills by thinking thoughtfully about their teaching practice and learning new techniques from the advice of their peers. Finally, when Peer Coaches actively listen, they are modeling the type of behavior other teachers should show their colleagues in TLCs as well as their students in the classroom.*

### 3. Reflective questioning (1 hour and 15 minutes)

**Summary of activity:** The goal of questioning for Peer Coaches is to help teachers reflect on a challenge and come up with solutions themselves (as opposed to the Peer Coaches providing advice immediately). This activity will give participants a framework for reflective questioning using the four F's: feelings, facts, findings and future. This activity also explores follow-up questions as a strategy for Peer Coaches to both encourage reflection and seek clarification.

#### STEPS



Ask participants:

- ▶ How can asking questions support teacher professional development?



**Example answers:** To encourage teachers to reflect on their experiences in the classroom; to gain deeper understanding of why a teaching strategy was successful or unsuccessful.



Should participants struggle to answer this question, ask participants:

- ▶ Why do we ask questions?
- ▶ **Example answers:** To seek information, to check for understanding, to reflect on past experiences.

- Have participants look at **Handout 1.6** and display reflective questioning cycle (Slide 12).
- Read **Handout 1.6** aloud with participants and respond to any questions they may have.
- Have participants look at **Handout 1.7** and read aloud with participants and discuss the scenario presented (i.e. large class size; over-age learners and a wide range of ages in class; use of visual aids to introduce the lesson topic; grouping by age).
- Have participants work in pairs to complete **Handout 1.7** for 15 minutes. After the participants have come up with questions for **Handout 1.7**, have each pair role-play the scenario, with one participant being the teacher and one participant being the Peer Coach.
- Remind participants that it is okay to reword questions from **Handout 1.6**. Give a time warning mid-way through 15 minutes (around 7-8 minutes) so the pairs can begin the role-play.
- As participants are working in pairs, walk around the room and answer any questions they may have. Use **Appendix 1G** with example reflective questions to support participants as they work in their pairs. During the role-play, observe participants and select one pair with strong reflective questions and supportive communication techniques to role-play in front of the whole group when the 15 minutes is up.
- After 15 minutes, ask a selected pair to role-play their reflective questioning conversation to the whole group for 5 minutes.
- Debrief the role-play by asking participants how their conversations were similar/different and what was challenging and rewarding about coming up with reflective questions for the teacher in the scenario.



To conclude, ask participants:

- ▶ In what ways was this role-play similar to the mother-in-law role-play?



**Example answers:** The reflective questioning role-play uses a similar communication technique to the second mother-in-law role-play, because the mother-in-law and Peer Coach both asked reflective questions, actively listened and used non-verbal communication cues (tone and volume of voice, body language) to make the daughter-in-law and teacher feel supported and encouraged.

#### 4. Concluding reflection (30 minutes)

**Summary of activity:** Participants reflect on what they've learned and the areas in which they would still like to develop as a Peer Coach. After identifying the areas they would like to develop, participants will review the Peer Coach competencies (in the Peer Coach toolkit) and highlight the competency/competencies that will help them strengthen their selected area or skill.

#### STEPS



Ask participants (individual reflection):

- ▶ In what areas do you feel confident in becoming a Peer Coach?
- ▶ In what areas do you feel nervous?

- Distribute notecards and encourage participants to write their responses down. Let participants know their responses are private, but that they should write their names on their notecards because their notecards will be returned on the last day of the training.



Share an example to help teachers write their responses, such as: I feel confident in my ability to actively listen. I am nervous to admit when I don't know the answer so I want to try to be more open and willing to learn from others.

- Remind participants of the importance of self-reflection in Peer Coaching. Draw connections to positive leadership (leading by example). It is important for Peer Coaches to practice self-reflection because they will be asking their fellow teachers to reflect on their teaching practice (through reflective questioning) with the ultimate goal of supporting their professional growth.
- After participants write their responses, ask them to look at the Peer Coach competencies in the **Peer Coach toolkit**. Explain to participants that just like the teacher training has core competencies to guide teachers in developing their teaching skills, the Peer Coach training has core competencies to guide participants in developing their Peer Coaching skills. Tell participants they have already begun to and will continue to develop these competencies throughout the Peer Coach training.



Share an example of the competency that would help you strengthen the area you were nervous about/wanted to improve: To improve my ability to be open and willing to learn from others, I need to self assess my teaching practice and seek support and feedback (point to the last item under the Peer Coach's Role and Responsibilities list).

- Explain to participants that when considering areas they would like to improve in (as they did in this activity), it can be helpful to review the competencies to select the skills that correspond to the area they would like to improve. Read through the competencies together and have participants underline the competencies that would help them strengthen/improve in the area they wrote down on their notecard. As you read through the competencies, answer any questions participants may have.
- Collect notecards and redistribute at the end of the training.
- Review cards (after training concludes for the day) to familiarize yourself with what the participants would still like to develop over the next day(s) of the training and to support participants in connecting the competencies to their professional development as Peer Coaches.

## Day 2

### Session 1

## Foundations of Adult Learning & TLC Practice



### Time

3 hours 35 minutes

### Objectives

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

- Identify the four principles of adult learning.
- Explain how adult learning relates to Peer Coaching.
- Facilitate a TLC using supportive communication.

### Materials



#### Appendices:

- Appendix 2A – Find Your Way with Two-way Communication Key
- Appendix 2B – Challenge Cards

#### Handouts:

- Handout 2.1 – Find Your Way with Two-way Communication
- Handout 2.2 – Adult Learning Theory
- Handout 2.3a – TLC Log
- Handout 2.3b – TLC Log Example
- Handout 2.4 – TLC Facilitation Practice

#### General:

- Peer Coach toolkit
- Flipchart paper
- Markers
- Loose paper
- Pens
- Tape

### Slides:

- Slides 13-20 (pages 112-113)



### Pre-work for facilitator

- Divide the teachers from the teacher training into Peer Coaching groups for TLCs (Level 1 and Level 2) and classroom observations (Level 2 only), and select one participant to be the Peer Coach for each group. It is recommended that Peer Coaching groups be school-based to limit the barriers to teachers' participation in Peer Coaching activities, such as distance and transport.



- Review PowerPoint slides and contextualize as appropriate. Should PowerPoint not be available, draw slides on flipchart paper (Slides 13-20).
- Print extra copies of Appendix 2A for participants to use in the Find Your Way with Two-way Communication activity (half of the participants with need a copy of Appendix 2A).

## TWO-WAY COMMUNICATION



**TIME:** 20 minutes



**MATERIALS:** Appendix 2A – Find your Way with Two-way Communication Key, Handout 2.1 – Find Your Way with Two-way Communication, pens



**SLIDES:** Slides 14-16

### 1. Find your way with two-way communication (20 minutes)

**Summary of activity:** This activity is an opportunity to practice two-way communication and highlight its connection to supportive communication. It is a playful way for participants to recognize the difference between one-way and two-way communication. Through the activity, participants experience how two-way communication results in a different outcome (often successful) when trying to attain an objective as opposed to one-way communication (often unsuccessful).

### STEPS

- Welcome participants to Day 2 of the training and review Session 1 Objectives (Slide 14).
- Ask participants to work in pairs and explain that one will be the instructor while the other will be the explorer.
- Have participants sit back-to-back so they do not see each other and have them spread out around the room so they cannot easily see other partners.
- Tell participants they are not allowed to ask questions or look at anyone else during the first round of this exercise.
- Ask the instructors to come over and collect directions (**Appendix 2A**) and ask the explorers to look at **Handout 2.1**. Remind participants that explorers cannot see the instructors' directions.
- Explain to the participants that the instructors will now direct the explorers to navigate the maze from the starting point to the finish line (indicated by the two arrows).
- Display instructions for first attempt (Slide 15). Give participants 2 minutes to complete this task. After 2 minutes, check if any groups were successful (most likely they won't be).
- Tell participants they will now be able to try this activity again, and this time the explorer can ask the instructor questions and the instructor can look at what the explorer is doing. However, the explorer must not be able to see the instructors' directions.
- Display instructions for second attempt (Slide 16). Give participants 2 minutes to complete this task. After 2 minutes, check if any groups were successful (most likely they will be more successful than the first attempt).



Ask participants:

- ▶ What was different about the first and second attempt?
- ▶ Which attempt was more effective in navigating the maze? Why?



**Example answers:**

- ▶ The first attempt was challenging because the explorer was not able to ask questions of the instructor and the instructor could not see if the explorer was making progress on the maze; the second attempt was more productive because the explorer and the instructor were able to communicate, and the instructor was able to see the explorer's progress and guide him/her with this knowledge.
- ▶ The second attempt was more effective because the explorer and instructor were able to communicate, and the instructor could see the progress of the explorer. If progress was being made, the instructor could give positive reinforcement to the explorer; if progress was not being made, the instructor could adjust his/her communication strategies to be more supportive and instructive.

- Discuss times when the participants felt “talked to” rather than “talked with” and the difference between one-way and two-way communication.



Ask participants:

- ▶ What is the importance of two-way communication in Peer Coaching?



**Example answers:** It helps to ensure teachers are receptive to feedback and support provided by the Peer Coach; it creates trust and a safe space where teachers feel comfortable sharing; it makes sure the teacher and Peer Coach are working together to continue to develop professionally.

## ADULT LEARNING



**TIME:** 45 minutes



**MATERIALS:** Handout 2.2 – Adult Learning Theory, participant notecards for the Concluding Reflection activity on Day 1 of the training



**SLIDES:** Slides 17-18

### 1. How Adults Learn (45 minutes)

**Summary of activity:** This activity will introduce the four principles of adult learning theory to participants to better understand the role of the Peer Coach in teacher professional development. Through understanding how adults learn, Peer Coaches will be better equipped to support their colleagues in their professional development. Adult learning provides a framework for TLCs as the four principles of adult learning align with the four steps of the TLC. You will highlight this connection at the end of the activity to introduce the following three TLC activities. In addition, adult learning supports participants think about their own development as Peer Coaches. This activity provides an opportunity to reflect on the Peer Coach competencies and the areas the participants identified they would like to improve.

### STEPS



Ask participants:

- ▶ Why is it important to understand how students learn?
- ▶ Why is it important for Peer Coaches to understand how adults learn?



**Example answers:**

- ▶ To support students' cognitive well-being and development; to implement teaching strategies that support different learning styles.
- ▶ To support their peers' (and their own) continued professional development after the teacher training; to understand how they learn best in order to strengthen their teaching and Peer Coaching skills.

- Explain that there are differences between the way children and adults learn, and it is important to understand this to be an effective Peer Coach.



Ask participants:

- ▶ How do you learn best?



**Example answers:** By trying so I can feel what it is like to do what I am learning; by relating what I'm learning to my life so it is relevant and useful to me.

- Take note of what participants shared on flipchart or whiteboard. You will come back to their responses after you review **Handout 2.2**.
- Have participants look at **Handout 2.2** and read aloud together.
- Display the 4 adult learning principles (Slide 17) and ask participants to reflect on what they shared earlier about how they learn best. Make connections between their responses and Knowles' 4 principles of adult learning.



### **Connecting Back:**

- ▶ *I learn best by trying what I'm learning. This is similar to the first principle of adult learning - involvement in the learning process. By practicing or doing what I am learning, I am directly and physically involved in the learning process.*
- ▶ *I learn best by relating what I am learning to my life. This is similar to the third principle of adult learning - relevant and applicable learning. When I am learning something that is useful for my professional or personal responsibilities, I feel more motivated to learn because I can apply it in my life.*

- Divide participants into four groups and ask each group to explore one of the four principles using the instructions on **Handout 2.2**. They will need to present their principle to the whole group in 10 minutes. Display instructions (Slide 18).
- After 10 minutes, summarize their responses and re-emphasize the role of the Peer Coach in facilitating adult learning among teachers.
- Explain that learning is the heart of teacher professional development (TPD) and as ambassadors of continuous TPD, Peer Coaches must understand how adults learn. Emphasize the importance of understanding how adults learn in being an effective Peer Coach, particularly when organizing and facilitating TLCs.



**Connecting Back:** *The 4 principles of adult learning are important for all Peer Coaching activities, including TLCs. In fact, TLCs are an activity that incorporate every aspect of adult learning. For example:*

- ▶ *Involvement in the learning process: in TLCs, teachers are involved in the learning process by selecting what they want to talk about (i.e. challenges they may be facing) and actively participating in the discussion.*
- ▶ *Experience as the basis of learning: the discussion topics in the TLCs are real-life experiences of the teachers in the TLC. Both the challenges shared and solutions brainstormed are rooted in their experiences.*
- ▶ *Relevant and applicable learning: the discussion topics in the TLCs are relevant since they are based on the experiences of teachers. In the TLCs, the teachers set goals based on the teacher training and on the experiences of their peers to apply in their classrooms.*
- ▶ *Problem-solving learning: many of the experiences shared in the TLCs are challenges teachers may be facing in their classrooms and schools. One of the main functions of the TLCs is to collectively "problem-solve" and come up with solutions to the shared challenges.*

- Explain that understanding adult learning principles will also support participants develop their skills as Peer Coaches.

## TEACHER LEARNING CIRCLE (TLC) PRACTICE



**TIME:** 2 hours 35 minutes



**MATERIALS:** Appendix 2B – Challenge Cards, Handout 2.3a – TLC Log, Handout 2.3b – TLC Log Example, Handout 2.4 – TLC Facilitation Practice, flipchart, markers, pens, loose paper



**SLIDES:** Slides 19-20

### 1. Overcoming challenges in the classroom (20 minutes)

**Summary of activity:** This activity will show that all teachers, regardless of experience, face challenges in their classrooms. Teachers often work in isolation and may not share challenges with their colleagues (if relevant, tie in the Step Over the Line Activity from Day 1 if participants felt they learned something new about their colleagues). Collaboration yields powerful results, and this activity provides participants the opportunity to experience first-hand the power of working together to overcome obstacles. Participants should use real life challenges in the activity to problem-solve as a team. Be sensitive to the fact that some participants may not feel comfortable sharing challenges they faced in the classroom. Encourage everyone to be open (perhaps by sharing a personal or professional challenge). The facilitator will model supportive communication strategies in facilitating this discussion.

### STEPS



Ask participants:

- ▶ What is one challenge you faced in your classroom that you were able to overcome? How did you overcome it?

- Use Think-Pair-Share (have participants think individually first and then share with the person sitting next to them). Encourage participants to think about a challenge they have faced in their own classroom or school, and how they overcame that challenge. Remind participants that no matter how experienced a teacher they are, everyone faces challenges in the classroom at one time or another.



Think-Pair-Share is a strategy teachers learned in the *Training for Primary School Teachers in Crisis Contexts* where participants first “think” about the question individually, then turn to a “pair” to talk about their ideas, and then several pairs “share” what they discussed with the whole group. It is a great strategy that teachers can use in their own classrooms to engage their learners.

- Ask for 1-2 participants to share the challenges they faced and how they were able to overcome these challenges. Encourage their responses and celebrate the strategies they used to overcome their challenges.



Ask participants:

- ▶ What is one challenge you faced in your classroom that you have not been able to overcome yet?

- Record the participants' challenges on flipchart paper.
- Select one challenge from this list and work together as a group to brainstorm a solution. Encourage participants' responses during this brainstorm by asking follow-up and clarifying questions and thanking them for their ideas. Keep the list of challenges as you will use them in the Practice TLCs activity.
- Explain that this activity – sharing challenges and brainstorming solutions – is similar to what a TLC will look like. Emphasize that through TLCs teachers will collaborate to overcome challenges together. Display the TLC cycle (Slide 19) and draw connections to TLC role-play from Day 1 and the conversations in this activity.



**Connecting Back:** *Let's go through each step of the TLC and think about how our conversations in this activity align with these steps.*

[Though the questions are written in a row, let participants answer each question - and see example answers below - before moving on to the next question].

- ▶ *In Step 1 of a TLC, we celebrate successes (and set goals, which we didn't do here and we'll review this afternoon). How did we celebrate successes in our conversations?*
- ▶ *In Step 2 of a TLC, we share challenges we may be facing in our classrooms or schools. When did we do this in our conversation?*
- ▶ *In Step 3 of a TLC, we brainstorm solutions to our challenges. How did we brainstorm solutions to our challenges?*
- ▶ *In Step 4 of a TLC, we set goals for how to apply our solutions in our classrooms. We will talk more about setting goals in the afternoon, but how did we talk about applying the solutions in our classrooms?*

#### **Example answers:**

- ▶ *We did this when she shared a time we faced a challenge in our classroom and how we overcame that challenge. It felt motivating to share these accomplishments with one another.*
- ▶ *We shared two types of challenges in our conversations: those we were able to overcome in pairs and those we have not yet been able to overcome as a whole group.*
- ▶ *After sharing different challenges, we chose one to focus on and worked collectively to find a solution to.*
- ▶ *After brainstorming a solution, we talked about the steps we would need to take as well as any additional support we may need to try our solutions in our classrooms.*

- Remind teachers that there may be challenges that are beyond their control, and that's OK - as a Peer Coach their focus will be on the issues that are within their control. Be prepared to share the proper reporting system teachers can use should issues/challenges emerge that they cannot handle or that should be raised immediately to their superiors (i.e. corporal punishment, violence, inappropriate student-teacher relationships, etc.).

## 2. TLC log (15 minutes)

**Summary of activity:** In this activity, participants will review the TLC log, a document that they will fill out after each TLC. TLC logs document the main discussion topics of the TLC, challenges Peer Coaches may have faced in facilitating the TLC, as well as strategies and/or topics for the next TLC. Completing TLC logs will be one of the responsibilities of Peer Coaches, and this activity introduces the participants to the TLC log before they practice facilitating TLCs in the following activity.

### STEPS

- Explain that Peer Coaches will complete a TLC log following each TLC, and this log documents the main discussion topics, any challenges Peer Coaches may face in facilitating TLCs and strategies for planning and/or future discussion topics for the next TLC. In addition to TLC logs, Peer Coaches will also complete Goal Tracking Sheets, which you will review in greater detail in the next session.
- Explain that TLC logs have three main goals: 1) to summarize/reflect on TLCs; 2) to highlight the topics, themes, challenges and success of the TLCs; and 3) to support Peer Coaches plan for future TLCs.



If Peer Coaches are working with an organization (for example an INGO implementing education in a refugee camp, a community-based organization providing education in an urban center or a Ministry of Education office working in a camp or urban setting), TLC logs help the teacher professional development team support Peer Coaches and their fellow teachers by keeping up with what was shared during the TLCs themselves.

- Have participants look at **Handout 2.3a** and read aloud as a group. Answer any questions the participants may have. Let participants know they have 10 additional TLC logs in their Peer Coach toolkits.
- Have participants look at **Handout 2.3b** and explain that it is an example of a completed TLC log. Participants can refer to this handout to think about what they need to include in their own TLC logs.
- Answer any question the participants may have.
- Let participants know they will now practice facilitating TLCs and filling out TLC logs.



### 3. Practice TLCs (2 hours)

**Summary of activity:** In this activity, participants practice facilitating TLCs with challenges from Overcoming Challenges in the Classroom activity or Appendix 2B – Challenge Cards. Try to ensure the challenges cover the 4 core competency areas (Teacher’s Role and Well-being; Child Protection, Well-being and Inclusion; Pedagogy; and Curriculum and Planning). In this activity, each participant will facilitate a TLC for 15 minutes, apply supportive communication in facilitating their practice TLC, and identify areas they would like to strengthen as Peer Coaches. After each practice TLC, participants will share two things that the participant facilitating the TLC did well and one area for improvement. After all participants have had a chance to practice facilitating a 15-minute TLC, they will practice filling out a TLC log.

#### STEPS

- Divide participants into small groups of 4 or 5 participants per group for practice TLCs.
- Display directions on Slide 20.
- In their small groups, each participant will have 15 minutes to facilitate a TLC based on the challenges brainstormed in the Overcoming Challenges in the Classroom activity. Participants may also choose from challenges listed in **Appendix 2B**. In each small group, one participant will role-play the Peer Coach and the other participants will role-play teachers, one of whom will bring up the challenge as though it had happened in his/her school/classroom. After each 15-minute TLC, the participants role-playing teachers will share two things the Peer Coach did well and one thing s/he could improve. This share-back will be 5 minutes.
- This TLC practice will continue until each participant has had the chance to role-play the Peer Coach and facilitate a 15-minute TLC. Each time a participant role-plays the Peer Coach, another participant will bring up a new challenge to discuss during the practice TLC.
- Ask participants to look at **Handout 2.4**, and explain that they can use **Handout 2.4** to take notes during their TLCs and share-back
- Walk around the room and answer any questions participants may have. Give a 5-minute and 1-minute warning for each 15-minute TLC. Give participants a 1-minute warning for the 5-minute share-back.



After all participants have had the chance to role-play a Peer Coach, bring the small groups back together and ask:

- ▶ How did it feel to facilitate a TLC?
- ▶ What was challenging?
- ▶ What was exciting?
- ▶ How will you strengthen an area you would like to improve?

**Example answers:**

- ▶ Exciting, nerve-racking, fun, motivating, difficult.
- ▶ It was challenging to make sure everyone participated in the conversation - some people were very eager to talk while others were quiet and seemed shy.
- ▶ It was exciting to hear all the great ideas my colleagues have to overcome some of the challenges we face in our classrooms and schools.
- ▶ I will strengthen an area I would like to improve by reaching out to my fellow Peer Coaches to see if they will help me practice that skill or if they have any advice for how I can improve in that area.

- Encourage participants' responses and answer any questions they may have. Provide 10 minutes for this whole group discussion.
- After the whole group discussion, give participants 10 minutes to fill out TLC logs based on their 15-minute TLC. Participants will only fill out the TLC log portion (not the Goal Tracking Sheet, which they will review in the next session). Though each participant will fill out his/her own TLC log, encourage participants to work together if they have any questions. While participants are filling out their TLC logs, walk around the room to encourage participants as they work and answer any questions they may have.

## Day 2

### Session 2

## Setting Goals in the 4 Core Competency Areas of the *Training for Primary School Teachers in Crisis Contexts*



### Time

1 hour 30 minutes (if training is for Peer Coach Level 1, this session will be 2 hours)

### Objectives

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

- Set goals in the 4 core competency areas from the *Training for Primary School Teachers in Crisis Contexts*.
- Explain the purpose of the Goal Tracking Sheet.
- Identify the steps in planning a TLC.

### Materials



#### Appendices:

- Appendix 2C – Setting Goals Example Answers
- Appendix 2D – Teacher's Goal Tracking Sheet
- Appendix 2E – Facilitator Guidance on Planning TLC
- Appendix 2F – Sample Peer Coach (Level 1) Agreement

#### Handouts:

- Handout 1.1 – Keywords
- Handout 2.5a – Setting Goals in 4 Core Competency Areas
- Handout 2.5b – Goal Setting Scenarios
- Handout 2.6a – Goal Tracking Sheet
- Handout 2.6b – Goal Tracking Sheet Example
- Handout 2.7 – Plan First TLC
- Handout 2.8 – Peer Coach Self-reflection and Goal Setting (Level 1)

#### General:

- Peer Coach toolkit
- Flipchart paper
- Markers
- Loose paper
- Pens
- Tape

## Slides



- Slides 21-23 (page 113)

## Pre-work for facilitator

- Review PowerPoint slides and contextualize as appropriate.
- Should PowerPoint not be available, draw slides on flipchart paper (Slides 21-23).
- Review the *Training for Primary School Teachers in Crisis Contexts* to familiarize yourself with the 4 core competency areas for goal setting activities.
- Ask participants to bring their participant handbooks and notebooks from the teacher training for goal setting activities.
- Contextualize scenarios in Handout 2.4b - Goal Setting Scenarios to adequately reflect the challenges teachers may be facing in the context in which you are facilitating the training. To get a good sense of the challenges teachers are facing, it is important to visit teachers in their schools, hold FGDs with teachers or conduct one-on-one interviews, and have casual conversations with teachers to try to understand the daily challenges they are facing in their schools and classrooms.
- Confirm the number of teachers in each TLC and print Appendix 2D – Teacher’s Goal Tracking Sheet so each teacher participating in Peer Coaching receives a Teacher’s Goal Tracking Sheet. You will give participants enough copies of Appendix 2D so each teacher in their TLC receives a form.
- Decide if you will include a Peer Coach agreement. If you decide to use an agreement, adapt Appendix 2F – Sample Peer Coach (Level 1) Agreement to accurately represent the Peer Coach responsibilities and incentives (if any) in your setting. Appendix 2F is an example Peer Coach Contract from the *Teacher for Teachers* initiative in Kakuma refugee camp (Kenya).
- Decide the timeline for distributing them to the participants (if you plan to distribute certificates of completion). Often the certificate of completion ceremony occurs on the last day of the training. For Peer Coach trainings, it is recommended certificates of completion be given out after participants have carried out their Peer Coaching activities.
- If Level 1 Peer Coach Training:
  - ▶ Bring participants’ notecards from the Day 1 of the training. If Level 2 Peer Coach Training, the day will end after the Plan First TLC activity.
  - ▶ Prepare the Peer Coaching groups by dividing teachers from the *Training for Primary School Teachers* training cohort into 5-8 teachers and assigning them a Peer Coach. Bring copies of the Peer Coaching groups with the teachers’ names, schools and contact information to distribute to the participants at the end of the day.
  - ▶ Prepare a contact sheet with the participants’ names, schools and contact information so the participants can stay in touch as they take on their new role of Peer Coaches. Make enough copies so each participant receives a contact sheet.

## SETTING GOALS AND CHECKING ON THEIR PROGRESS



**TIME:** 1 hour



**MATERIALS:** Appendix 2C – Setting Goals in 4 Core Competency Areas Example Answers, Appendix 2D – Teacher’s Goal Tracking Sheet, Handout 1.1 – Keywords, Handout 2.5a – Setting Goals in 4 Core Competency Areas, Handout 2.5b – Goal Setting Scenarios, flipchart paper, markers



**SLIDES:** Slides 21-23

### 1. Setting goals in the 4 core teacher training competency areas (30 minutes)

**Summary of activity:** Through this activity, participants will review the 4 core competency areas from the *Training for Primary School Teachers in Crisis Contexts*. Peer Coaches help their fellow teachers reflect on their teaching/classroom experiences and set goals to further develop skills from the training. This continued support post-training ensures teachers are supported, and therefore more successful, in making a positive change in their teaching practice. In this activity, participants will practice setting goals in the 4 core competency areas to encourage teachers continued professional development.

### STEPS



Ask participants:  
▶ Why do we set goals?



**Example answers:** To develop personally or professionally, to motivate ourselves to improve, to strengthen existing skills or learn new ones.

- Explain that as Peer Coaches, participants will help support teachers continue to develop the 4 areas of skills covered in the training – Teacher’s Role and Well-being; Child Protection, Well-being and Inclusion; Pedagogy; and Curriculum and Planning.
- Display the Competency Wheel (Slide 22) and review the Session objectives (Slide 23).
- Review the definition of competency in **Handout 1.1**.
- Have participants look at **Handout 2.5a** and explain that it provides example SMART goals (specific, measurable, achievable, realistic/relevant and time-bound) for each competency area. Having SMART goals for a larger competency area helps teachers continue to develop each competency by breaking down this “continued development” into smaller, manageable steps. For example, if a teacher wants to improve the competency Pedagogy, it can be overwhelming and unproductive to set a big goal, such as “this week, I will improve my pedagogy”. By breaking down this big goal into smaller goals, such as “this week, I will incorporate visual aids into my lessons”, teachers can introduce different strategies that help to improve their pedagogy over time.

- Have participants read **Handout 2.5a** in pairs and ask them to come up with 2 additional goals for each competency area. Encourage participants to review their participant handbooks/notes from the training. Remind participants that the specific strategies they learned in the teacher training can be used to create goals.
- Ask participants to share their goals and encourage everyone to write down the additional goals on their handouts
- Explain that participants will now practice setting goals with teachers based on challenges they are facing in their classroom or schools. Have participants look at **Handout 2.5b**, read aloud with participants and answer any questions that may arise. Explain that participants will read each scenario, identify the competency area that the challenge is in, and then set one competency-based goal to help the teacher overcome the challenge s/he is facing. Remind participants that they can use **Handout 2.5a** to help them in this activity.
- Ask participants to work in pairs to complete the handout.
- Walk around the room and answer any questions participants may have. Use **Appendix 2C** as a guide should participants struggle.
- After 15 minutes, ask participants to share their ideas with the whole group.

## 2. Checking Progress of Goals (30 minutes)

**Summary of activity:** This activity highlights the importance of sustained support in achieving goals. Peer Coaches support teachers reach their goals by following up with them during TLCs and in one-on-one conversations. As participants learned earlier, the fourth step of every TLC is setting goals. Peer Coaches will keep track of these goals by completing a Goal Tracking Sheet with their TLC members at the end of each TLC. The Goal Tracking Sheet provides room for 1-2 goals for each teacher as well as space to update the progress of the goal in the following TLC. Peer Coaches will have a Master Goal Tracking Sheet and each TLC member will have his/her own Teacher Goal Tracking Sheet. This activity introduces the Master Goal Tracking Sheet, and the system and protocol Peer Coaches will use for helping teachers keep progress of their goals.

### STEPS



Ask participants:  
▶ How can we successfully achieve our goals?



**Example answers:** Hard work, commitment, staying motivated, checking in with the progress of our goal.

- Remind participants that often we do not succeed when we try something for the first time, therefore it is important to create a network of support and follow-up with teachers so that they feel motivated to continue trying.
- Refer to Step Over the Line Activity if one of the statements read was: “I tried something in the classroom that didn’t work the first time” – if some participants stepped over the line, make the connection that we may not succeed the first time we try something, and that is why having a check-in system and network of support helps us achieve our goals over time.

- Emphasize the role of the Peer Coach encouraging, not judging, teachers on the progress of their goals.
- Explain to participants that in addition to the TLC log, Peer Coaches will complete a Goal Tracking Sheet, which creates a system for checking in with each teacher's progress on his/her goal. Unlike TLC logs, the Goal Tracking Sheet will be completed during the TLC with the TLC members.
- Look at **Handout 2.6a** (Goal Tracking Sheet) and read aloud with participants. Tell participants that they have additional Goal Tracking Sheets in their **Peer Coach toolkit**.
- Explain to participants that as a Peer Coach, they will have a master copy of this Goal Tracking Sheet (**Handout 2.6a**) and that each teacher will have an individual copy of their personal Goal Tracking Sheet. Distribute **Appendix 2D** to the participants and ensure each participant receives enough copies for every teacher in their TLC. Explain that Peer Coaches will distribute Teachers' Goal Tracking Sheets to their TLC members in the first TLC, and the teachers will keep these sheets to keep track of their own goals. The Teacher's Goal Tracking Sheet can be used for up to 10 TLCs.
- Explain that there are two components to the Goal Tracking sheet: 1) setting the goals, and 2) checking in on the progress of the goals.



Ask participants:

- ▶ When during the TLC do these components occur?



**Example answers:** The first step of every TLC is to check in on each TLC member's progress in achieving their goal, including that of the Peer Coach. The fourth step of every TLC is to set goals based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* to address the challenges teachers may be facing in their classrooms.

- Have participants fill out **Handout 2.6a** pretending the teachers in **Handout 2.5b** are all members of their TLC. Have participants work in their pairs, and encourage them to discuss how they will follow up on the goals the teachers set. Make sure participants fill out a goal for themselves, and make a connection to positive leadership.



**Connecting Back:** *Peer Coaches are positive leaders and lead by example.*

*Therefore, it is important to set goals for yourself and keep track of your goals on the Goal Tracking Sheet. Teachers may feel nervous or uncomfortable setting goals in front of their colleagues. As a Peer Coach, you should be sensitive to their feelings and open about your own goal-setting process to make your colleagues feel more comfortable.*

- Remind participants that it may take several attempts before accomplishing one's goal, and it is important to recognize other accomplishments even if the teacher has yet to reach his/her goal. There is room in the Goal Tracking Sheet to write an action plan to help teachers continue to work towards their goals if they haven't yet accomplished them.



- Explain to participants that they can set goals to further develop their teaching practice and as Peer Coaches, they can also set goals to strengthen their skills in this new role. Let participants know that the Peer Coach competencies are a helpful guide for setting goals to strengthen their skills or try new Peer Coaching strategies.

## PLANNING TLCs (AND CONCLUDING REFLECTION IF Peer Coach LEVEL 1)



**TIME:** 30 minutes (1 hour if this training is Peer Coach Level 1)

**MATERIALS:** Appendix 2E – Facilitator Guidance for Planning a TLC, Appendix 2F – Sample Peer Coach (Level 1) Contract, Handout 2.7 – Plan First TLC, Peer Coach toolkit, Handout 2.8 – Peer Coach Self-reflection and Goal Setting (Level 1), notecards from Concluding Reflection activity on Day 1

### 1. Plan First TLC (30 minutes)

**Summary of activity:** In this activity, participants will practice planning the first TLC by reviewing what is necessary to do prior to the TLC (logistically) and during the TLC itself. This activity helps participants think through the different planning tasks needed to conduct a successful TLC: the logistical coordination, the agenda/schedule and the environment.

### STEPS

- Have participants look at **Handout 2.7** and explain that in planning for TLCs, it is important to consider the logistics for organizing the TLC, the agenda for the TLC meeting, and the environment they would like to create for their TLC. Tell participants, that in this activity, they will create lists which can help them in planning the logistics, agenda and environment of their TLCs.



Ask participants:

- ▶ What activities do you need to do to logistically plan for your TLC?



**Example answers:** see Appendix 2E.

- Encourage participants' responses and have them write their ideas under TLC logistics in **Handout 2.7**. Take notes on the whiteboard/flipchart beneath the first question. Make sure participants list all the items in **Appendix 2E**. They may add additional items to the list, and that is great; be sure to ask them to explain the purpose of their additions to support their critical thinking.
- Explain that once the logistic planning is complete, Peer Coaches can begin to plan how they will organize the agenda/schedule of their TLCs.



Ask participants:

- ▶ How will you plan your TLC agenda/schedule? What are the steps of a TLC?



**Example answers:** see **Appendix 2E**.

- Encourage participants' responses and take notes on the whiteboard/flipchart beneath the second question. Have participants write their ideas under TLC agenda in **Handout 2.7**. Make sure participant list all the items in **Appendix 2E**. They may add additional items to the list, and that is great; be sure to ask them to explain the purpose of their additions to support their critical thinking.
- Explain that once the schedule/outline of the TLC is complete, Peer Coaches can begin to plan what environment they would like to create or encourage in their TLC.



Ask participants:

- ▶ How can you foster a supportive environment in your TLC?



**Example answers:** see **Appendix 2E**.

- Encourage participants' responses and write notes on flipchart paper beneath the third question. Have participants write their ideas under TLC environment in **Handout 2.7**. Make sure participants list all the items in **Appendix 2E**. They may add additional items to the list, and that is great; be sure to ask them to explain the purpose of their additions to support their critical thinking.



Ask participants:

- ▶ What can we do to make sure we are successful in planning the logistics, schedule and environment of a TLC?



**Example answers:** Follow the lists we've just made; meet with other Peer Coaches to discuss how they are planning the logistics, schedule and environment of a TLC; lead by example - to encourage attendance, be the first to arrive, to encourage active listening, listen actively to your peers, etc.

- Let participants know that in addition to the lists they've just created in their participant handbooks, they have another TLC checklist in their **Peer Coach toolkit** that can be used while planning for their TLCs.

## 2. Concluding Reflection (for Level 1 Peer Coach training) (30 minutes)

**Summary of activity:** For Level 1 Peer Coach training, this will be the concluding activity. In this activity, participants will reflect on what they were nervous about/the area of improvement they identified in the Concluding Reflection activity at the end of the first day of the training. [OPTIONAL] Should you decide to include a Peer Coach Agreement, participants will review and sign this agreement. As this is the final activity for Level 1 Peer Coaches, it is important participants understand the expectations and requirements of being a Peer Coach as well as any incentives involved, and this information should be outlined in the Peer Coach Agreement.

### STEPS

- Distribute notecards from the Concluding Reflection activity completed at the end of the first day to participants. Ask participants to reflect on whether the strengths and areas of improvement are the same or have changed.
- Have participants look at **Handout 2.8** and write down their reflections in the first row of the table. Encourage participants to share their reflections if they feel comfortable. For those that feel they have made progress in the area they wanted to improve, celebrate their progress. Emphasize that the supportive environment the participants created in the training contributed to this progress, and encourage participants to continue to meet and help one another develop their Peer Coaching skills after the training.
- Give participants 10 minutes to complete **Handout 2.8**. This can be an individual activity or a whole group activity depending on the comfort level of the participants.
- Congratulate participants on completing the Peer Coach training.
- Tell Peer Coaches which teachers they will be working with in their TLC group and share the teachers' contact details. Share Peer Coaches' contact details with the participants so they can support one another post-training as they take on their new role of Peer Coach.
- Respond to any questions the participants may have. Be sure to leave enough time to answer all lingering questions and concerns.

#### [OPTIONAL ACTIVITY]

- Should you decide to have a Peer Coach Agreement, distribute the Peer Coach (Level 1) agreement to the participants. A sample agreement from the *Teachers for Teachers* project in Kakuma refugee camp (Kenya) can be found in **Appendix 2F**.
- Review each of the responsibilities and any incentive information. Answer any questions they may have.
- Remind participants that the certificate of completion will be given if they successfully complete the requirements of the Peer Coach.

## Day 3

### Session 1

## Classroom Observations



### Time

5 hours

### Objectives

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

- Build trusting, positive relationships with fellow teachers and other education stakeholders.
- Distinguish the role of Peer Coach from Supervisor.
- Identify the three components of a Classroom Observation.
- Use supportive communication in post-observation meetings.

### Materials



#### Appendices:

- Appendix 3A – Constructive and Critical Feedback Example Answers
- Appendix 3B – Supervisor and Peer Coach T-Chart
- Appendix 3C – Classroom Observation Scenario Example Answers
- Appendix 3D – Sample Peer Coach (Level 2) Agreement

#### Handouts:

- Handout 1.1 – Keywords
- Handout 3.1 – Six Building Blocks of Trust
- Handout 3.2 – Constructive and Critical Feedback
- Handout 3.3 – Classroom Observation Scenarios
- Handout 3.4a/b – Supportive and Instructive Questioning in Post-Observation
- Handout 3.5a/b – Classroom Observation Forms
- Handout 3.6 – Peer Coach Self-reflection and Goal Setting (Level 2)

#### General:

- Peer Coach toolkit
- Flipchart
- Markers
- Notebooks (or loose paper for participants)
- Pens
- 6 cardboard boxes (if available)
- Notecards from Concluding Reflection Activity from Day 1

## Slides



- Slides 24-33 (pages 113-114)

## Pre-work for facilitator

- Investigate existing classroom observation systems and methodologies in place. It is important to consider who is conducting the Classroom Observation, how frequently teachers take part in observations, and the ways in which feedback is delivered post-observation.
- Contextualize Handout 3.3 – Classroom Observation Scenarios to adequately reflect the challenges teachers may be facing in the context in which you are facilitating the training. To get a good sense of the challenges teachers are facing, it is important to visit teachers in their schools, hold FGDs with teachers or conduct one-on-one interviews, and have casual conversations with teachers to try to understand the daily challenges they are facing in their schools and classrooms.
- Bring participants' notecards from the Concluding Reflection Activity from Day 1 of the training.
- Review PowerPoint slides and contextualize as appropriate.
- Should PowerPoint not be available, draw slides on flipchart paper (Slides 24-33)
- Decide if you will include a Peer Coach agreement. If you decide to use an agreement, adapt Appendix 3D – Sample Peer Coach (Level 2) Agreement to accurately represent the Peer Coach responsibilities and incentives (if any) in your setting. **Appendix 3D** is an example Peer Coach Contract from the *Teacher for Teachers* initiative in Kakuma refugee camp (Kenya).
- Meet with teachers and other education officials from NGOs, MoE or UN agencies to identify the supervision system in place.
- Review available Classroom Observation forms from the NGO, MoE or UN agencies in charge of conducting Classroom Observations.
- If possible, observe a Classroom Observation and review how the teacher is being evaluated (i.e. the Classroom Observation form, written/verbal feedback, etc.).

## BUILDING TRUST



**TIME:** 40 minutes



**MATERIALS:** Handout 3.1 – Six Building Blocks of Trust, flipchart paper, markers, rocks, cardboard boxes (if available)



**SLIDES:** Slides 24-26

### 1. Building trust (20 minutes)

**Summary of activity:** This activity emphasizes the importance of trust in successfully accomplishing a goal through collaboration. Peer Coaches (Level 2) will visit teachers in their classrooms, which can be a personal space often not visited by colleagues. Establishing trust with teachers is essential for these visits to be supportive and effective in helping teachers develop professionally.

### STEPS

- Welcome participants to Day 3 of the Peer Coach training and explain that today will focus on classroom observations. Review the session's objectives (Slide 25).
- Ask participants to find a partner with whom they haven't worked with (if there is an odd number of participants, the facilitator should participate in the activity).
- Invite participants to go outside or if there is not enough space outside the training venue, stay inside the room. If you are staying in the room, be sure to place chairs or other objects such as rocks around the room before the activity starts to serve as obstacles for easily moving around the room.
- Explain to participants that they will take turns guiding their partners from one side of the space (point a) to the other side of a space (point b) (if you are inside a room, this can be from one side of the room to the other; if you are outside this could be from the building to a designated area around 4 metres away). The partner being guided must walk backwards from point a to point b. Point out the different obstacles (i.e. rocks, trees, chairs, other participants, etc.). The guiders will be walking forward and are allowed to talk to their partners but NOT allowed to touch their partners. Once the guiders have successfully led their partners to point b, the participants will switch roles so everyone has a chance to be the guider and to be guided.
- Give the participants 5 minutes to guide their partners. Give a 1-minute warning. Once they arrive at point b, the partners should switch roles. After they finish, ask participants to return to their seats.



Ask participants:

- ▶ How did it feel to be guided? How did it feel to be a guide?
- ▶ What was required to be a successful guide?
- ▶ What challenges did you face in guiding your colleagues?



### Example answers:

- ▶ Guided: nerve-racking, anxious, out of control, vulnerable. Guider: having a lot of responsibility, powerful, helpful, nerve-racking (it is important to acknowledge that both the guider and the person being guided may feel nervous).
- ▶ Using supportive communication, staying calm, being patient and thoughtful.
- ▶ It was challenging to guide only using my words and not physically guiding my partner.

- Record participants' responses on flipchart paper.
- Summarize the activity by sharing that trust and teamwork are necessary for Peer Coaches to support teachers and one another.



**Connecting Back:** *Trust is a crucial component in TLCs because teachers may feel nervous or embarrassed to talk about the challenges they are facing in their classrooms. Trust is also a crucial component in classroom observations because teachers may feel vulnerable and perhaps uncomfortable inviting another person, such as a Peer Coach, into their classrooms. Trust helps lessen this discomfort and allows for productive collaboration to occur during classroom observations, specifically in the post-observation meeting.*

*Teamwork is very important in TLCs and classroom observations. As you experienced in this activity, you and your partner worked together to successfully move from one point to a second point. However, you succeeded not by physically moving your partner from point a to point b; you succeeded by supporting your partner with your words. In TLCs and classroom observations, it is important for teachers to come up with their own solutions to challenges they may be facing as well as identify areas they would like to improve in. Your role as Peer Coaches is to support teachers in these efforts, not give them the answers to the problems they are facing. This kind of teamwork can be accomplished by using supporting communication in TLCs and classroom observations.*

## 2. Six building blocks of trust (20 minutes)

**Summary of activity:** This activity identifies the different components that contribute to building trust. As participants have been discussing throughout the training, talking about personal strengths and areas for improvement can be challenging. Therefore, it is important for Peer Coaches to develop trust with teachers so they feel safe talking about these sensitive topics. In this activity, participants gain a deeper understanding of the importance of trust and identify specific examples of when/why trust is important in Peer Coaching.

### STEPS

- Ask participants to write down their own definition of the word trust.
- After two minutes, ask participants to share what they wrote and record their responses



on flipchart paper drawing out key themes.

- Have participants look at **Handout 3.1** and display the six building blocks of trust (Slide 26) on the flipchart paper or board at the front of the room. If cardboard boxes are available, write one building block of trust on each of the six cardboard boxes and display them at the front of the room. (With these boxes you can ask participants to build the trust structure, similar to the one on **Handout 3.1**, at the end of the activity to see which components they deem most important).
- Answer any questions participants may have about **Handout 3.1** and have participants work in pairs to come up with 1-2 reasons why each block is important for building trust among Peer Coaches and teachers.



After 5 minutes, ask participants:

- ▶ Why is trust important in the relationship between Peer Coaches and teachers in a TLC or classroom observation?



**Example answers:** Learning and trying new things (such as teaching strategies) can be scary. Teachers may feel embarrassed to talk about the challenges they face in learning and trying new teaching strategies, especially if they are confusing or unsuccessful. Teachers may also feel nervous to invite new people into their classrooms. Trust is crucial to have honest conversations that allow teachers to openly discuss their experiences in order to improve their teaching practice. Trust is also necessary for teachers to feel comfortable inviting Peer Coaches into their classrooms.

- Explain that Peer Coaches can encourage trust with the teachers they work with by being positive leaders and leading by example.



Ask participants:

- ▶ How can Peer Coaches build trust with the teachers they work with?



**Example answers:** Lead by example by being open and honest about your own challenges in learning or trying new strategies; invite your fellow teachers into your own classrooms to observe you. This will make them feel more comfortable when you visit them in their classrooms.

- Record participants' responses on flipchart paper at the front of the room and encourage their ideas.



Ask participants:

- ▶ Are there any other building blocks you would like to add to this list?

- Record any additional building blocks of trust participants share on flipchart paper at the front of the room. Encourage participants to share the reason why they want to add

their new building block(s).

## WHAT ARE CLASSROOM OBSERVATIONS?



**TIME:** 1 hour



**MATERIALS:** Appendix 3A – Constructive and Critical Feedback Example Answers, Appendix 3B – Supervisor and Peer Coach T-Chart, Handout 3.2 – Constructive and Critical Feedback, Peer Coach toolkit, flipchart paper, markers, pens



**SLIDES:** Slides 27-29

### 1. What is a classroom observation? (30 minutes)

**Summary of activity:** This activity outlines what a Peer Coach Classroom Observation is. Participants learn about the three components of classroom observations (pre-observation meeting, classroom observation, and post-observation meeting) and how to utilize the supportive communication skills they strengthened on the first day of the training during each of the three components of classroom observations.

### STEPS

- Have participants look at the **Peer Coach toolkit** and review the Introduction to Classroom Observations and the Peer Coach responsibilities under “Classroom Observations”. Explain that there are three components to a classroom observation (pre-observation meeting/conversation, classroom observation, and post-observation meeting/conversation), which you will review in this activity. Point to the classroom observation checklist and classroom observation forms in the **Peer Coach toolkit**, and let participants know these forms will help them prepare, conduct and keep track of their classroom observations with their fellow teachers. Let them know they will practice using these forms today.
- Explain to participants that the supportive communication skills they have been practicing in the training so far will also be really important for conducting classroom observations, particularly reflective questioning.

## 2. Giving/receiving feedback (30 minutes)

**Summary of the activity:** The activity encourages empathy through reflecting on personal experiences with positive and/or negative feedback in classroom observations. Participants will review strategies for delivering constructive feedback including Strengths and Improvements. It is important for participants to understand that Peer Coaches support teachers in their classrooms and do not evaluate them. Providing positive and constructive feedback is paramount to supporting teachers improve their teaching practice. Participants will identify constructive and critical feedback and practice turning critical feedback into constructive feedback.

### STEPS



Ask participants:

- ▶ What has the experience of being observed been like in your classroom?
- ▶ How did it feel to receive feedback?



**Example answers:** Answers will vary due to participants' experiences. In general, many people struggle with receiving feedback so participants may share negative or defensive emotions.

- Display the feedback table (Slide 27) and ask participants to copy it in their notes and fill out individually.
- Ask participants to share their experiences and compile a list of common themes that emerged from both positive feedback and feedback that was challenging to hear on flipchart paper.
- Explain the importance of constructive feedback and direct participants to the keyword "Constructive Feedback" (Slide 28).



Ask participants:

- ▶ Why is it important for Peer Coaches to give and be open to receiving constructive feedback?
- ▶ How can we give constructive feedback in post-observation meetings?



**Example answers:**

- ▶ Constructive feedback is a part of supportive communication; Peer Coaches help develop (NOT evaluate) teachers in the teacher competencies from the *Training for Primary School Teachers in Crisis Contexts*; Peer Coaches should lead by example and be open and eager to receive constructive feedback from their colleagues.
- ▶ Asking reflective questions to help gauge what feedback would be most helpful for the teacher and actively listening to the teacher's responses; sharing personal experiences, even those that have been challenging to make the teacher feel like s/he is not the only teacher facing challenges.

- Have participants look at **Handout 3.2** and explain that it has examples of constructive and critical feedback. Review the first feedback example together and decide whether it is constructive or critical. If the feedback is critical, work with the participants to make it constructive. Use **Appendix 3A** as a guide.
- Have participants work in small groups of 4-5 with the people sitting nearest to them to complete the handout. As participants are working, walk around and answer any questions they may have (use **Appendix 3A** as a guide). Give participants 5 minutes.
- When participants are finished, review their responses as a whole group and answer any questions they may have.

### 3. Peer Coach and Supervisor T-chart (20 minutes)

**Summary of activity:** This activity distinguishes different communication techniques used by Supervisors and Peer Coaches. The activity draws on the supportive communication strategies learned throughout the training to highlight the way Peer Coaches talk to their colleagues. This activity also emphasizes the supportive, not evaluative, role of the Peer Coach.

#### STEPS

- Draw a T-Chart and label one side “Supervisor” and one side “Peer Coach” and ask participants to copy the T-Chart in their own notes (Slide 29).



Participants will work in small groups to answer the following questions and fill out the T-Chart:

- ▶ How does a supervisor act during a Classroom Observation? What is s/he looking for?
- ▶ How does a Peer Coach act during a Classroom Observation? What is s/he looking for?



**Example answers:** See **Appendix 3B**

- Explain to participants that under “Peer Coach”, they will write down the ways a Peer Coach would act before, during, and after a Classroom Observation, and what the Peer Coach would be looking for. Under the “Supervisor” side, they will write down these same things for a Supervisor.
- After 10 minutes, invite the participants to share their T-Charts. Add any answers from **Appendix 3B** if they aren’t mentioned.
- Record their answers on the board and draw out key themes.
- Have participants look in their **Peer Coach toolkit** and read the Role of the Peer Coach in Classroom Observations and the Classroom Observation checklist. Review the checklist and add any items that weren’t covered in the T-chart activity.

## CLASSROOM OBSERVATIONS



**TIME:** 1.5 hours



**MATERIALS:** Appendix 3C – Classroom Observation Scenarios Example Answers, Handout 3.3 – Classroom Observation Scenarios, flipchart paper, markers, pens



**SLIDES:** Slides 30-31

### 1. Classroom Observation scenario (Strengths and Improvements) (30 minutes)

**Summary of the activity:** In this activity, participants practice identifying Strengths and Improvements in Classroom Observations by reading lesson scenarios. The activity helps participants gain a deeper understanding of the Peer Coach's role in the Classroom Observations through analyzing lesson scenarios. This activity also emphasizes the importance of sharing more Strengths than Improvements by introducing the golden ratio – 2 Strengths : 1 Improvement.

### STEPS

- Have participants look at **Handout 3.3** and explain that it contains four example lessons they may observe.
- Read through Scenario 1 together and guide participants as they decide what went well (Strength) and what could be even better (Improvement). To help guide these decisions, ask participants: 1) to identify the teaching practices they would encourage and 2) to identify the areas for improvement.
- Review the definitions of Strength and Improvement (Slide 30) and remind participants that it is always important to begin with a Strength and share more Strengths than Improvements. If teachers have gone through the Pedagogy Module, remind them of the “two stars and a wish” strategy and explain that this ratio (2:1) remains the same for the students in their classrooms and the teachers they will work with as Peer Coaches.
- After selecting 2 Strengths and 1 Improvement, remind participants that their role as a Peer Coach will not be to immediately share Strengths and Improvements, but to help teachers reflect on these areas after the lesson.



Ask participants:

- ▶ How would you encourage this teacher to reflect on his lesson?
- ▶ What questions would you ask to promote reflective practice?



**Example answers:** I would use reflective questions (feelings, facts, findings and future) to help the teacher think about what went well (Strength) and what could be improved (Improvement) in their lessons. I could ask the following questions to have the teacher reflect on a Strength: How do you feel your lesson went? What do you think went well? Why? I could ask the following questions to have the teacher reflect on an Improvement: I really like how you summarized the previous lesson at the start of class. What other strategies could you use to do this?

## 2. Analyze a Classroom Observation (45 minutes)

**Summary of activity:** In this activity, participants continue to practice identifying Strengths and Improvements in Classroom Observations in pairs.

### STEPS

- After going through Scenario 1 together, have participants work in pairs for 15 minutes to review and brainstorm Strengths and Improvements for Scenarios 2, 3 and 4. Assign each pair a scenario. If there are many pairs, assign the same scenario to two or three pairs.
- Display directions (Slide 31). To help guide participants in this activity, remind them to think about: 1) the teaching practices they would want to encourage; 2) areas for improvement; 3) and strategies they could use as Peer Coaches to encourage the teachers to reflect on their lesson after the observation.
- Walk around the room as participants work to answer any questions that may arise and encourage their work. Participants may struggle to identify Strengths; therefore, it is important the facilitator helps them identify what went well in their sample lessons. Use Appendix 3B as a guide. Give participants a 10-minute, 5-minute and 1-minute warning.
- Have pairs share their scenario with the whole group and highlight 2 Strengths and 1 Improvement. Make sure each scenario is presented.



Ask participants:

- ▶ What would you do if you see something of concern in a lesson? (For example: corporal punishment or sexual harassment).



**Example answers:** I would not react in the lesson because I would not want to distract the students or the teacher. If I felt comfortable, I would bring it up in the post-observation meeting. I would not criticize or judge the teacher, but I would ask a question to have the teacher reflect on what I found concerning in the lesson. If I did not feel comfortable bringing it up, I would reach out to my fellow Peer Coaches for advice on what to do.



Be prepared to use the reporting system in place in the school or community where the participants work for serious issues that may arise during Classroom Observations. It is important to find out the reporting structure in the school/ community prior to the training.

## POST-OBSERVATION MEETINGS



**TIME:** 1 hour 20 minutes



**MATERIALS:** Handout 3.4a/b – Supportive and Instructive Questioning, Handout 3.5a – Classroom Observation Forms, Handout 3.5bs – Classroom Observation Forms Example, flipchart paper, markers, pens



**SLIDES:** Slides 32-33

### 1. Supportive and instructive questioning (20 minutes)

**Summary of activity:** This activity further explores the supportive communication strategy of reflective questioning by distinguishing supportive and instructive questioning. It also emphasizes the role a Peer Coach plays in post-observation meetings by highlighting the different communication strategies used by Supervisors and Peer Coaches. This activity prepares participants to role-play post-observation meetings in the following activity.

#### STEPS

- Review the four components of supportive communications (active listening, reflective questioning, constructive feedback and two-way communication) and explain that this activity will explore reflective questioning in relation to Classroom Observations.
- Ask for two volunteers to read (role-play) **Handout 3.4a** out loud, with one being the Peer Coach and the other the Supervisor.



Ask participants:

- ▶ What is the difference between how the Peer Coach asks questions of the teacher as opposed to the Supervisor in a post-observation meeting?



**Example answers:** The Supervisor is critical and asked closed questions that may seem judgmental. The Peer Coach asked reflective questions and pointed out what went well in the lesson.

- Have two new volunteers read (role-play) **Handout 3.4b**, with one being the Peer Coach and one being the Supervisor.



Ask participants:

- ▶ What is different between what the coach is saying to the teacher and what the supervisor is saying?





**Example answers:** The Supervisor is being judgmental and asking closed questions that criticize the teacher. The Peer Coach is asking reflective questions to guide the teacher in thinking about what could be improved in his/her lesson without pointing out what didn't go well.

- Explain to participants that **Handout 3.4a** show examples of supportive questioning (from the Peer Coach) and **Handout 3.4b** show examples of instructive questioning (from the Peer Coach). Let participants know that these questions should be specific to the lesson they just observed. Remind participants that taking descriptive and detailed notes during the Classroom Observation will help them come up with supportive and instructive questions.
- Review definitions of supportive and instructive questioning and explain how they fit within reflective questioning (Slide 32).
- Answer any questions they may have.
- Have participants look at **Handout 3.5a** and explain that it is the template participants will use for taking notes during the Classroom Observation, guiding the post-observation conversation and collecting information during this discussion with the teacher. Let participants know they have 20 additional Classroom Observation forms in their **Peer Coach toolkit**.
- Let participants know that there are reflective questions on the post-observation meeting form that participants can use in the post-observation meeting, and they can also add more reflective and/or clarifying questions.
- Have participants look at **Handout 3.5b** and explain that it is an example of a Classroom Observation form filled out. They can reference this form when they think about how and what they will take notes on during the Classroom Observation and post-observation meeting.

## 2. Post-observation Meeting Practice (1 hour)

**Main objective of activity:** This activity has participants practice the post-observation meeting using supportive communication – particularly reflective questioning. Participants gain a deeper understanding of the importance of asking reflective questions as opposed to giving direct advice (i.e. immediately sharing thoughts on a lesson before asking the teacher his/her opinion). This activity also highlights the importance of two-way communication in successful post-observation meetings.

### STEPS

- Have participants work in the same pairs from “Analyze a Classroom Observation” and explain that they will role-play the post-observation meeting between the teacher and Peer Coach using the scenarios in **Handout 3.3**. Have participants look at **Handout 3.5** and explain that they will use this form to guide their role-plays.
- Display role-play directions (Slide 33).
- After 10 minutes in the role-play, partners will switch roles so everyone has a chance to be the Peer Coach and the teacher.

- Walk around the room and encourage participants in their role-plays. Answer any questions that may arise. Give a 5-minute and 1-minute warning. After 10 minutes, ask the participants to switch roles. Again give a 5-minute and 1-minute warning.



Ask participants:

- ▶ What challenges did you face as a Peer Coach?
- ▶ What challenges did you face as a teacher?



#### Example answers:

- ▶ To ask questions before giving advice; to thoughtfully pick out what went well because areas for improvement are easier to identify.
- ▶ To reflect on my lesson because I usually don't have time to do that; to focus on what went well because when something does not go well, it is easier to focus on that.

- Encourage participants' responses and take notes on the flipchart paper.
- Explain to participants that post-observation meetings provide time for teachers to reflect on their teaching practice, celebrate what went well in the lesson and identify areas for improvement. Teachers don't always have time to reflect on their lessons, and this reflection is critical to continued professional development. When this reflection is supported by fellow teachers and Peer Coaches, teachers are even more likely to strengthen their teaching practice.

## CONCLUDING REFLECTION



**TIME:** 30 minutes

**MATERIALS:** Handout 3.6 – Peer Coach Self-reflection and Goal Setting (Level 2), Appendix 3D – Sample Peer Coach (Level 2) Agreement, notecards from Concluding Reflection Activity on Day 1, flipchart paper, markers, paper, pens

### 1. Concluding Reflection (Level 2 Peer Coach training)

**Summary of the activity:** For Level 2 Peer Coach training, this will be the concluding activity. In this activity, participants will reflect on what they were nervous about/the area of improvement they identified in the Concluding Reflection activity at the end of the first day of the training. Additionally, participants will celebrate the completion of the Peer Coach training by receiving their groups. [OPTIONAL] Should you decide to include a Peer Coach Agreement, participants will review and sign this agreement. As this is the final activity for Level 2 Peer Coaches, it is important participants understand the expectations and requirements of being a Peer Coach as well as any incentives involved, and this information should be outlined in the Peer Coach Agreement.

## STEPS

- Distribute notecards from the Concluding Reflection activity completed at the end of the first day to participants. Ask participants to reflect on whether the strengths and areas of improvement are the same or have changed.
- Have participants look at **Handout 3.6** and write down their reflections in the first row of the table. Encourage participants to share their reflections if they feel comfortable. For those that feel they have made progress in the area they wanted to improve, celebrate their progress. Emphasize that the supportive environment the participants created in the training contributed to this progress, and encourage participants to continue to meet and help one another develop their Peer Coaching skills after the training.
- Give participants 10 minutes to complete **Handout 3.6**. This can be an individual activity or a whole group activity depending on the comfort level of the participants.
- Congratulate participants on completing the Peer Coach training.
- Tell Peer Coaches which teachers they will be working with in their TLC and classroom observations and share the teachers' contact details. Share Peer Coaches' contact details with the participants so they can support one another post-training as they take on their new role of Peer Coach.
- Respond to any questions the participants may have. Be sure to leave enough time to answer all lingering questions and concerns.

### [OPTIONAL ACTIVITY]

- Should you decide to have a Peer Coach agreement, distribute the Peer Coach (Level 2) Agreement to the participants. A sample agreement from the *Teachers for Teachers* project in Kakuma refugee camp (Kenya) can be found in **Appendix 3D**.
- Review each of the responsibilities and any incentive information. Answer any questions they may have.
- Remind participants that the certificate of completion will be given if they successfully complete the requirements of the Peer Coach.

# Appendices

## Appendix 1A: Positive Leadership Quotations

**Guidance for facilitator:** Write each positive leadership quotation on its own flipchart and hang it up around the room. Do not include the individual who said the quotation. It is important the participants choose the quotations that mean the most to them and not be drawn to the individual who said the quotation. At the end of the activity, you can share the names of these individuals and a brief bio with the participants.

**“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” – Lao Tzu**

*Lao Tzu was an ancient Chinese philosopher in the 6th century BCE. He was the founder of Taoism philosophy, which advocates humility, harmony with nature, the pursuit of virtue and self-development.*

**“A leader...is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind.” – Nelson Mandela**

*Nelson Mandela (also known as Madiba) was the first black, democratically elected President of South Africa. An anti-apartheid revolutionary and human rights advocate, Mandela spent 27 years in prison during the apartheid regime. As president, Mandela emphasized reconciliation and accountability through the establishment of the Truth and Reconciliation Commission.*

**“The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy.” – Martin Luther King, Jr.**

*Martin Luther King, Jr. was a leader of the Civil Rights Movement and American Baptist minister. He advanced non-violent protest to advocate for racial equality and received the Nobel Peace Prize in 1964 for these efforts. Martin Luther King, Jr. was assassinated on April 4, 1968.*

**“It is not fair to ask of others what you are not willing to do yourself.” – Eleanor Roosevelt**

*Eleanor Roosevelt was an activist, diplomat and the longest serving First Lady of the United States. She was married to President Franklin D. Roosevelt, and in her role as First Lady, she promoted women’s rights, civil rights for African Americans and Asian Americans, and human rights for refugees of the Second World War.*

**“The only source of knowledge is experience.” – Albert Einstein**

*Albert Einstein was a leading physicist, who shaped the field of science in the 20th century. Born in Germany, Einstein was a Jewish professor at the Berlin Academy of Science. When*

*Hitler came to power in 1933, Einstein became a refugee and sought asylum in the United States where he lived until his death in 1955.*

**“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou**

*Maya Angelou was an internally respected African American writer. She made history when her memoir, a book based on her life, became the first best-seller written by a female African American author. Maya Angelou was a leader in the Civil Rights movement and advocated for equal rights for all races and genders.*

## Appendix 1B: Peer Coach Newspaper Advertisement Qualities Key

Peer Coach Qualities:

- Organized
- Motivated
- Ability to work with little to no supervision
- Open-minded
- Good listener
- Skilled at asking questions
- Humble
- Proactive in seeking solutions
- Respectful/non-judgmental
- Trusting
- Patient
- Collaborative/team-player
- Sensitive to the feelings of others
- Open and eager to receive feedback

## Appendix 1C: Step Over the Line Statements

**Guidance for facilitator:** After placing a line on the ground with rope or tape, read 2-3 statements from Steps 1-3. The statements in Steps 1-3 are just suggestions. Should you want to add new statements, feel free to do so but keep them aligned with the themes of each step. Step 1 statements are easy to answer and allow participants to feel comfortable with the activity. Step 2 statements are more personal and allow the participants to express their opinions on more serious issues. It is important to include at least one statement that seems slightly negative, such as “I get nervous before teaching lessons” or “Sometimes I wish I had a different job”. Step 3 statements allow participants to express their opinions about their own professional development. Similar to Step 2, there are some statements that may seem more negative (such as “I’ve tried something in the classroom that didn’t work the first time”). It is important to include these statements in Step 3 so participants share their points of view around issues they may not normally discuss. After you have read 2-3 statements from Steps 1-3 (approximately 6-9 statements in total), invite the participants to share several statements. To conclude the activity, read the statement in Step 5. There is space provided in Steps 1-3 for you to add your own statements.

<b>Step 1: Introduction Level Statements (can be fun and engaging)</b>	<ul style="list-style-type: none"> <li>• I am a teacher</li> <li>• I have been to a teacher training before</li> <li>• I teach math/science/language</li> <li>• I teach grade_____</li> <li>• [Add your own statements]</li> <li>•</li> <li>•</li> </ul>
<b>Step 2: Personal Level Statements</b>	<ul style="list-style-type: none"> <li>• I had a teacher who changed my view of the world</li> <li>• I had a teacher who helped me succeed</li> <li>• I had a teacher who believed in me and my future</li> <li>• I see education as important</li> <li>• I think education can change the world</li> <li>• I get nervous before teaching lessons</li> <li>• Sometime I wish I had a different job</li> <li>•</li> <li>•</li> <li>•</li> </ul>



<b>Step 3: Professional Development Level Statements</b>	<ul style="list-style-type: none"> <li>• I want to become a better teacher</li> <li>• I am good at classroom management</li> <li>• I want to learn more about classroom management</li> <li>• I feel like an effective teacher</li> <li>• I want to improve my subject knowledge</li> <li>• I use creative methods to help teach my lessons</li> <li>• I think being a teacher will help me with my future plans</li> <li>• I've tried something in the classroom that didn't work the first time</li> <li>• </li> <li>• </li> <li>• </li> </ul>
<b>Step 4: Participant Statements</b>	Give opportunities for participants to ask questions/make statements
<b>Step 5: Final Statement</b>	I feel like I can learn something from every teacher

## Appendix 1D: TLC Script

*This Teacher Learning Circle (TLC) is inspired from a model TLC in Kakuma refugee camp, Kenya. It is a condensed TLC with each step of the TLC shortened to accommodate the time restraints of the training.*

**Peer Coach:** Thank you for coming. I know it has been a long week and most of you are traveling a far distance. I am very happy and excited to see you all here. So please feel at home and comfortable with one another during our Teacher Learning Circle. Feel free to share your opinions – we have a lot we can learn from one another. Today, we will try to find a solution to a problem that one of us is facing in the classroom. Before we do that, let's check in on the goals we set for ourselves in our last TLC. Does anyone want to share their progress on reaching the goal they set in the last TLC?

**Teacher 1:** Yes, I will. In our last TLC, I set a goal to assess the seating arrangement in my classroom to address the issue of students not paying attention in the back of the room. I am excited to share that I did assess the seating arrangement and I rearranged the desks to make one aisle in the center of the classroom. I can now walk back and forth, which helps the students in the back pay more attention, especially when I am standing near them. There are still some students who sit in the back who are not engaged in the lesson, but the number has reduced.

**Peer Coach:** Wow, that is excellent. I am happy to hear you were able to make an assessment of your seating arrangement and then take an action to rearrange the seats.

**Teacher 2:** Yes, that is great! I had a similar goal to assess the seating arrangement in my classroom. What I noticed in my assessment was that there were some students who had trouble seeing the board, yet they were sitting in the back of the room. I spoke to these students after class and invited them to sit in the front of the class near the board. I just did this last week, so I am not sure yet if it will be successful. I will let you know at our next TLC if this move helps the students pay more attention in class.

**Peer Coach:** Making sure students with visual impairments sit closer to the board is a really useful strategy to support their learning. I'm looking forward to hearing how it works in your classroom!

**Teacher 3:** My goal was to collaborate with the other Science teacher at my school and plan our lessons for the week. We met a few weeks ago to plan our lessons, and it was very helpful. I think we will definitely co-plan lessons together in the future because we were able to do it quickly, and we both found our lessons were successful in our classes.

**Peer Coach:** That's wonderful! Planning lessons with other teachers is a great way to share our knowledge, skills and resources with one another. My goal was to incorporate different strategies we learned in the training to check for my students' understanding of the lesson topic. I was able to use Prove Me Wrong in my Math lesson. I purposely solved a problem incorrectly and had students correct my mistake. The students thought it was so funny that I had made a mistake and really enjoyed correcting me! I definitely plan to use the strategy again because it engaged a lot of students in the lesson.

Congratulations to everyone on making such great progress on their goals! I'm so impressed with your hard work and commitment to achieving the goals we set last week. Are there any other challenges you are facing in your classroom or school that you'd like to share for this week's TLC?

**Teacher 1:** I have one problem that I am facing in my classroom. There is one strategy we learned in the training that I am having trouble implementing in my classroom. The strategy is grouping. I tried to introduce small group work in my class, but I have many students – nearly 150 – and the class became very disruptive when I tried to group the students for an activity. I wanted my students to work in groups of ten and I used the strategy of counting off – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 – so there would be 15 groups of ten students. I don't know if anyone else has tried the strategy and has any advice to share with me.

**Peer Coach:** Has anyone tried that strategy? And has it worked?

**Teacher 2:** Yes, I tried to group my learners last week and succeeded. I did not group by counting off. I grouped my students by their ability. I made sure the very bright students were mixed throughout the groups so they could help their peers who may be struggling with the lesson content. Now when I ask the students to work in their small groups, it is very successful. I also have a big class of 120 students, and now when they work in small groups, everyone is engaged and learning.

**Peer Coach:** Thank you for sharing. How did you introduce the grouping strategy to your students? Was it successful the first time you introduced the strategy?

**Teacher 2:** It took a long time to introduce the grouping strategy to my students. First, I spent almost one lesson explaining that we will work in small groups for the rest of the term. Second, I divided the students into their groups. Although I was grouping by ability, I made the groups seem random. It was very important that the students did not know I was grouping them by their learning ability or achievement in the class. Third, I explained to the students that they will be working in these groups for the rest of the unit and I had them introduce themselves to one another. As they did this, I walked around the room to make sure the students were following my directions.

**Teacher 1:** That sounds very good. How long did that take you?

**Teacher 2:** It took an entire lesson to introduce the group work. Now when I know I will use group work, I tell my students the lesson prior to sit with their groups the following day. It took at least three lessons before they successfully did this. But now, it is working really well. Keep trying, and I am sure it will succeed. You can come and visit me in my class if you would like to see how my students work in small groups.

**Teacher 1:** Thank you so much. I think I will come and visit you. I also will take a longer time to introduce the strategy to make sure all my students understand.

**Teacher 3:** I also face trouble with grouping my students. Can I come and see you [Teacher 2] in class?

**Teacher 2:** Of course.

**Peer Coach:** That is a great idea. It is helpful to see the strategy in action, especially when we are trying something new in our classroom. [Teacher 3], would you like to share the challenge you are facing in using group work?

**Teacher 3:** Yes, thank you. My problem is not with grouping my students into smaller numbers. The problem is that they do not follow my directions once they are in the small groups. The students make a lot of noise and misbehave. When I try to get their attention, they ignore me. I have to cane them in order for them to behave.

**Peer Coach:** Thanks for sharing this challenge. I faced a similar issue with my students last year. How do the students normally behave in your class?

**Teacher 3:** They misbehave a lot, especially by making noise, which disrupts the lesson. The only thing that makes them be quiet and pay attention is using the cane.

**Peer Coach:** I had a very similar issue in my class last year. My students never listened and it seemed the only way to make them behave was to cane them. But then they would continue to misbehave the next day. After our training, I stopped using corporal punishment. It was really hard at first, but I found that making class rules with the students was really helpful. After a few weeks, they started to behave and even began participating more in class. Have you made classroom rules with your students?

**Teacher 3:** No. We have class rules, but the teachers make them. How can I make rules with my students if they are misbehaving?

**Peer Coach:** That's a great question. It is important to be patient and not give up. I would try to find some students in your class who are active and could help you organize the other students. Once you have your class' attention, explain to them that you want to create rules together because you value their ideas. Make sure the students understand the purpose for each rule and the consequence for breaking the rule. Students are much more likely to follow the rules when they are involved with making them and when they understand their purpose and consequences.

**Teacher 1:** I made class rules with my students also, and it has helped a lot with classroom management. Though like my colleague [Teacher 3], I still have to use a cane when they are misbehaving. None of the discipline strategies seem to work, except caning.

**Peer Coach:** I felt that way also. Then I tried to stop using corporal punishment for one week. Instead of using the cane, I would stop speaking and look very seriously at the students who were misbehaving. Even though the students still misbehaved, I saw that they were reducing their noise making a small amount. I continued to use these alternative strategies, and by the fourth week, students had almost stopped misbehaving. I noticed that they listened to me more in class and came to see me when we weren't in class.

**Teacher 2:** The same thing happened to me. I stopped using corporal punishment after the training, and even though it took some time, I noticed a big improvement in my students' behavior. In the training, we learned that corporal punishment harms students physically, emotionally, psychologically and mentally. I realized that this harm made my students fear me. Even though fear caused them to behave right after I would cane them, they would repeat the same bad behavior the following day. When I stopped using corporal punishment, the students began to trust me. It took some time to build the trust, but now I am able to introduce many new strategies from the training successfully because my students trust me. They are eager and open to learning in my classroom because they no longer fear me. I welcome you to visit me in my classroom if you would like to see the positive discipline strategies I am using.

**Peer Coach:** Me too.

**Teacher 1 and 3:** Thank you, we will come and visit.

**Peer Coach:** Thank you everyone for giving your time and being open to sharing your challenges and advice. I think we will find time to visit one another in our classrooms to observe grouping and positive discipline. Perhaps our goal for next week will be to find time to visit one another in our classrooms so we can learn from the great teaching strategies each of us are using.

**Teacher 1, 2 and 3:** Yes, that sounds great.

**Teacher 1:** I will focus specifically on grouping by ability, so my goal will be to visit my fellow teacher and then try to use this strategy in my class.

**Teacher 2:** I would like to assess the seating arrangement in my classroom to create more space to walk around while I teach. If it is alright, I'd like to visit you (look at Teacher 1) to see how you did it.

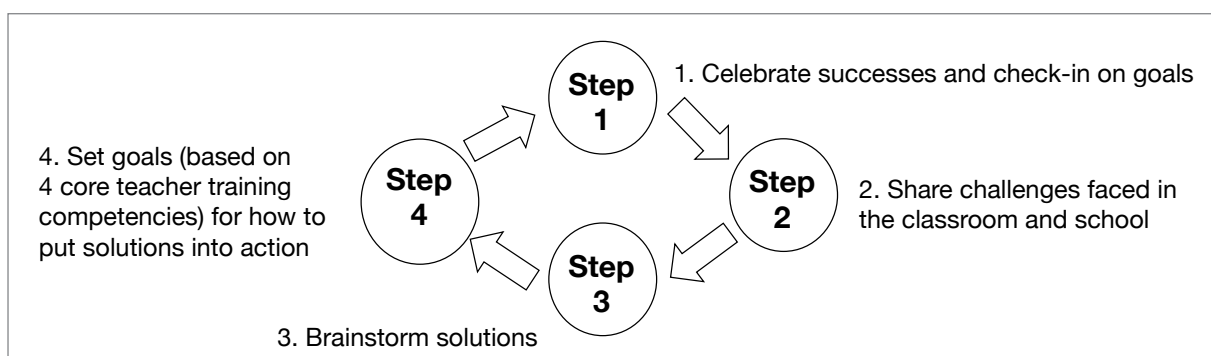
**Teacher 1:** Yes, you are welcome!

**Teacher 2:** Thank you.

**Teacher 3:** I will come and visit you (look at Peer Coach) to observe how you use positive discipline in your classroom and see the rules you made with your students.

**Peer Coach:** Excellent, you are very welcome. My goal is to try and incorporate the active teaching strategy of role-play in my classroom. Since I teach math, I was thinking of incorporating a short sketch where students are in the market shopping. I will also try to visit each of your classrooms. Thank you so much for a very productive TLC! I am looking forward to seeing everyone in our school and again in our next TLC.

## Appendix 1E: TLC Steps and the Peer Coach Example Answers



1. Write down the ways in which the Peer Coach is a **positive leader**.
  - a. The Peer Coach is a positive leader by:
    - i. Actively listening to the TLC members.
    - ii. Encouraging all the TLC members by speaking in a friendly way and using words of encouragement.
    - iii. Sharing an example of a challenge he faced in his own classroom with corporal punishment after the other TLC members shared their experiences.
2. Write down the ways in which the Peer Coach **communicates in a positive way**.
  - a. The Peer Coach communicates in a positive way by:
    - i. Congratulating the TLC members on making progress on their goals or achieving their goals.
    - ii. Encouraging TLC members to participate by asking questions and thanking them for their contributions.
    - iii. Providing positive and constructive feedback.
3. Write down the ways in which the Peer Coach **fosters collaboration**.
  - a. The Peer Coach fosters collaboration by:
    - i. Asking questions of the TLC members to help them reflect on their experiences in their classrooms.
    - ii. Encouraging TLC members to share their ideas
    - iii. Not dominating the conversation.
4. Write down the ways in which the Peer Coach **helps teachers overcome challenges in their classrooms**.
  - a. The Peer Coach helps teachers overcome challenges in their classrooms by:
    - i. Asking questions of the TLC members to help them come up with solutions to their challenges.
    - ii. Encouraging TLC members to provide feedback to help their colleagues come up with solutions.
    - iii. Sharing a personal experience of facing a similar challenge in the classroom.

## Appendix 1F: Mother-in-Law Role-play

### Mother-in-Law Role-play

One afternoon, a mother-in-law visits her daughter-in-law in her daughter-in-law's home. The daughter-in-law has prepared a meal for her mother-in-law; however, the daughter-in-law is not a great cook. The mother-in-law eats the terrible dish that her daughter-in-law has cooked for her and must respond to the daughter-in-law's questions about how she likes it.

The mother-in-law should communicate to the audience that the dish is not very good both with her words, expressions and body language. The daughter-in-law should ask several specific questions about if her mother-in-law is enjoying the dish, and the mother-in-law will respond with critical communication (scenario 1) and supportive communication (scenario 2).

#### Scenario 1: Critical Communication

- **Daughter-in-law.** You have spent the day preparing a meal to impress your mother-in-law. You don't have the best relationship with her so you are very anxious to please her. You watch her eat the meal nervously, asking lots of questions such as: "Is the rice cooked enough? What do you think of the spices I put in the sauce? How is the meat?"
- **Mother-in-law.** You are busy but you have made time in your busy schedule to come and eat at your daughter-in-law's at her invitation. You feel irritated even before you sit down. You don't think much of her cooking skills, which don't seem to be improving with time. You feel she has no interest in learning. When you eat the dish she has prepared for this visit, make sure you use body language, tone of voice and words to let her know why you feel the dish is bad. An example of what you may say is: "I really wonder where you learned how to cook! Your food is absolutely terrible! The rice is overcooked. It is too salty and the meat is so dry that I feel like I am eating a rubber tire!" Be sure to give specific examples of why you feel the dish is bad.

#### Scenario 2: Supportive Communication

- **Daughter-in-law.** You have spent the day preparing a meal to impress your mother-in-law. You don't have the best relationship with her so you are very anxious to please her. You watch her eat the meal nervously, asking lots of questions such as: "Is the rice cooked enough? What do you think of the spices I put in the sauce? How is the meat?"
- **Mother-in-law.** You are going to your daughter-in-law's home to eat a meal with her. You like her but think she is not a good cook, though you believe that with time she will learn to improve her cooking. You know she is sensitive, especially to criticism, so you want to be gentle in responding to her questions about the meal she has prepared. Give her lots of praise before gently suggesting one or two areas for possible improvement, such as "The plates are lovely, and I really like how you arranged the table. How long did you cook the rice? I usually cook the rice for less than fifteen minutes. I really appreciate that you took the time to cook for me. Thank you for having me here." Be sure to ask questions concerning how the dish was prepared.



## Appendix 1G: Reflective Questioning Example Answers

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 doubtful in 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:

1. How do you feel your lesson went?
2. What did you feel went well?
3. What did you feel was challenging?
4. How did you feel after the lesson concluded?

### Facts:

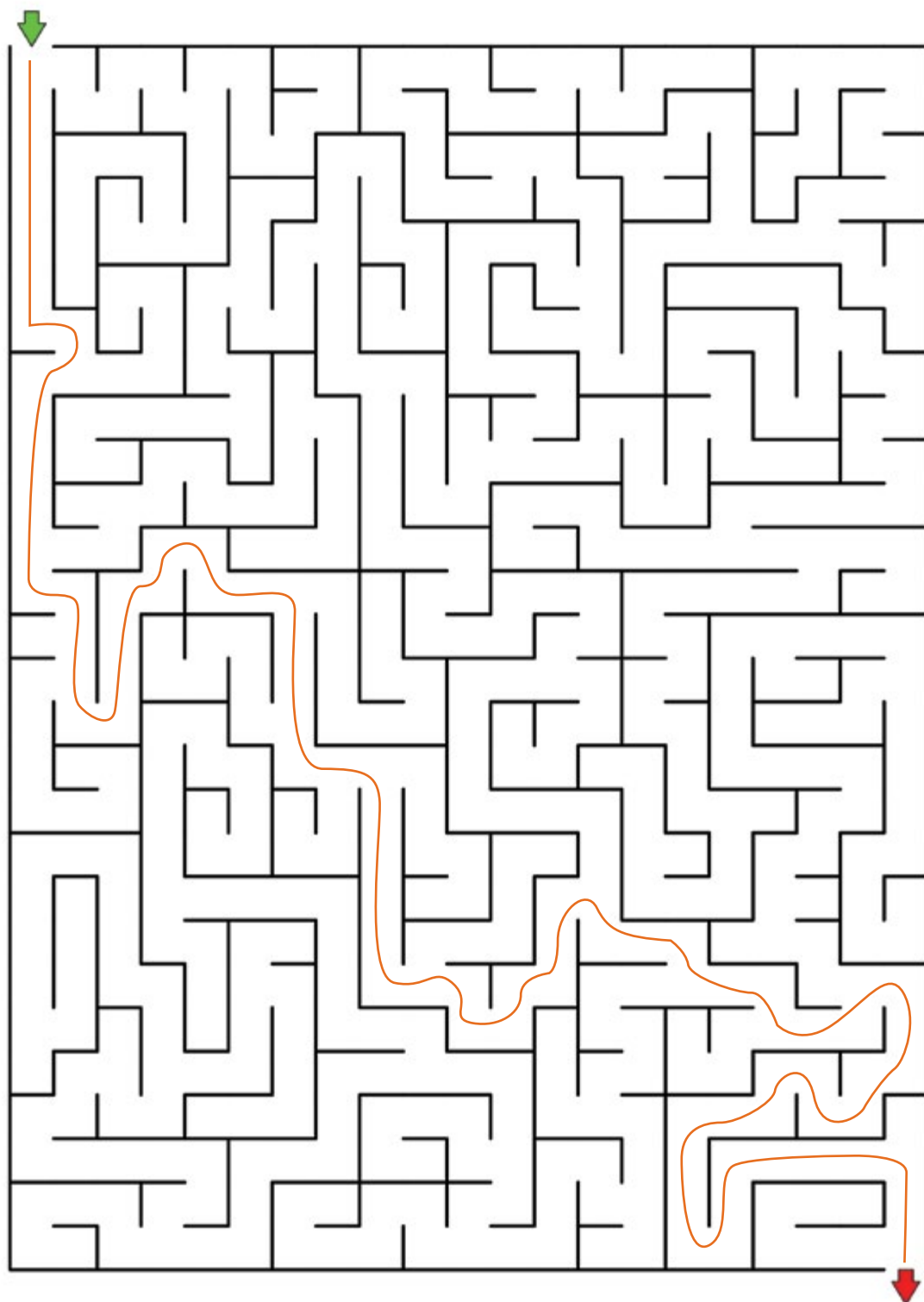
1. In what ways did you use strategies from the training in your lesson?
2. Was this the first time you used small group work in this class?
3. Are you the class teacher for this class?
4. How many overage students are in your class?

### Findings:

1. How did you introduce the small group work to your class?
2. How did you decide to group the students by age?
3. How did your students respond to the small group work?
4. Why do you think they responded this way?

### Future:

1. How would you implement the grouping strategy in the class again?
2. What other strategies do you think you would like to use in future lessons?



## Appendix 2B: Challenge Cards

### *Corporal punishment*

You witness one of your fellow teachers using corporal punishment. He is caning a student in front of other students and teachers. You recently stopped using corporal punishment, but don't feel comfortable approaching the other teacher. What should you do?

### *Large class size/group work*

You have 120 students in your classroom. You tried to implement a grouping strategy in your class for a project. Many students were resistant to working in small groups. Some were fighting and a few groups did not complete the assignment. What do you do?

### *Overage learners*

You have many overage learners in your class. Most are older than you are by several years. They often fight. You know you need to discipline them, but you are also uncomfortable because they are older and bigger than you are. What do you do?

### *Lack of teaching aids*

You are teaching a science unit, but you realize that your school does not have any of the materials or resources the textbook suggests or that would make your lessons more interactive. How could you incorporate materials that you do not have access to in your lesson?

### *Teacher stress*

You are feeling really tired at the moment. You find yourself yawning in class, and you get angry with your students very easily. You are struggling to plan all of your lessons in time or to mark all of your books. It feels like there isn't enough time in the day for all of your roles and responsibilities. What should you do?

## Appendix 2C: Setting Goals Example Answers

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?

### **Teacher's Role and Well-being**

What goal would you help this teacher set?

- a) I will make a weekly schedule with all of my new responsibilities (including teacher responsibilities, deputy head teacher responsibilities and religious leader responsibilities);
  - b) I will make a list of activities that help reduce my stress and schedule at least one hour every week to do a stress-reducing activity.
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 comments, 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?

### **Child Protection, Well-being and Inclusion**

What goal would you help this teacher set?

- a) I will visit my fellow teacher in her classroom to see how she uses positive discipline strategies;
- b) I will try to use one positive discipline strategy I have seen this fellow teacher using in my classroom;
- c) I will research alternatives to corporal punishment and pick two strategies to try in my classroom.

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?

### **Pedagogy**

What goal would you help this teacher set?

- a) I will try to include role-play in a different part of my lesson (for example to check for my students' understanding of the current lesson topic);
  - b) I will check for students' understanding of the directions by asking one of the students to explain the directions to the class after I have finished introducing the activity.
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?

### **Curriculum and Planning**

What goal would you help this teacher set?

- a) I will use continuous assessment strategies in my classroom, such as asking open questions and exit tickets;
- b) I will review my weekly lessons and align continuous and summative assessment strategies with the lesson objectives.

## Appendix 2D: 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)

## Appendix 2E: Facilitator Guidance on Planning a TLC

### TLC logistics

- Reach out to TLC members to confirm TLC data, time and location.
- Take everyone's schedules into consideration. It is important to compromise with TLC members when scheduling TLCs. Make sure to ensure that the time, data and location is convenient for each member at least once.
- 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.
- Send reminders of the TLC date, time and location, especially the day before the TLC.
- Arrive early 😊.

### TLC agenda

- Review your TLC log from the previous TLC to remind yourself of your peers' goals and the topics discussed.
- 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.
- 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.

### TLC environment

- Practice supportive communication and provide equal opportunities for your TLC members to express their ideas and opinions.
- Make sure no one (including yourself) is dominating the conversation in your TLC.
- 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.
- Create a fun and comfortable environment by providing beverages and/or helping with transport for the teachers, especially those traveling a long way.

## Appendix 2F: Sample Peer Coach (Level 1) Agreement

### Teachers for Teachers Peer Coach Agreement



This agreement confirms \_\_\_\_\_ (print name) as a Peer Coach for Teachers for Teachers in Kakuma Refugee Camp. By signing this contract, \_\_\_\_\_ (print name) agrees to complete the following responsibilities:

1. I will organize two (2) Teacher Learning Circles (TLCs) each month for two (2) months minimum.
2. I will invite teachers to the TLCs each month and send reminder messages to promote 100% attendance of teachers.
3. I will prepare discussion prompts and reflective questions for TLCs.
4. I will encourage supportive communication and active participation in the TLCs.
5. I will take at least one photo of each TLC session to share with the group and the Teachers for Teachers team, including one photo with all of the teachers in attendance.
6. I will complete a TLC log and Teachers' Goal Tracking Sheet after each TLC and share it with the Teachers for Teachers team. When possible, I will include one group photo of the TLC and short videos and/or audio recordings of the discussions during the TLC.
7. I will provide support to teachers outside of the TLCs should they seek my help.
8. I will encourage teachers to continue the learning from the Teachers for Teachers training and to meet the teacher competencies outlined in the training.
9. I will continue to develop and model the Peer Coach competencies by writing action plans and engaging in frequent reflection and self-evaluation of my role as a Peer Coach.
10. I will promote collaboration among primary school teachers in Kakuma Refugee Camp.
11. I will complete my responsibilities in a timely, organized and enthusiastic manner.

Upon successful completion of the Peer Coach responsibilities, Teachers for Teachers will provide Peer Coach certificates of completion in March or April 2016. Teachers for Teachers will provide the following incentives to support you in your role:

- \$50 US Dollars (approximately 5000 KES) each month (2 months total)
- Airtime/data each month (2 months total)

The airtime/data support will be used to invite teachers to the TLCs and to share the TLC logs with the Teachers for Teachers team. The credit will be applied directly to your mobile phones by the Safaricom Foundation. The mobile phone support is given in good faith that you will use it wisely to carry out your responsibilities as Peer Coaches. If for some reason you deplete the phone credit for other purposes, you will need to utilize your personal finances to replenish the balance and to communicate with fellow teachers and Teachers for Teachers team members as needed.

By signing this contract, you accept the position of TLC facilitator and agree to complete the responsibilities listed above in a timely, organized and enthusiastic manner.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Teachers for Teachers Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Teachers for Teachers Signature

\_\_\_\_\_  
Date

## Appendix 3A: Constructive and Critical Feedback Example Answers

Giving and receiving feedback is an important component of professional development. Sharing our own classroom experiences - both positive and negative - with colleagues is a great way to give and receive feedback. However, for feedback to be helpful, it is important that it is constructive. People often give critical feedback that focuses on what went wrong and then make direct suggestions on how to improve things. Constructive feedback provides descriptive information to help someone understand their actions and provides instructive and supportive suggestions. It is important for Peer Coaches to differentiate between these two types of feedback so that they can give (and receive) constructive feedback from their fellow teachers in TLCs and classroom observations.

Constructive Feedback is...	Critical Feedback is...
<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Personal</li> <li>• Draws on what the person already knows to improve the situation</li> <li>• Actionable/applicable</li> </ul>	<ul style="list-style-type: none"> <li>• General</li> <li>• Impersonal</li> <li>• Assumes the person does not already know what can improve the situation</li> <li>• Not clearly actionable/applicable</li> </ul>

Below are six examples of constructive and/or critical feedback. Read each example with a partner and decide whether the feedback is constructive and/or critical (some may even be a little bit of both!). To help you decide, ask yourself whether the feedback is descriptive or general, personal or impersonal. Does it draw on the teacher's experiences or does it assume the teacher does not know how to improve the situation? Is the feedback applicable or is it unclear how to put it into action? It may also be helpful to think about your own experiences receiving feedback. If the feedback is critical, change the feedback to be more constructive.

1. None of the students were paying attention in your lesson. You should apply the strategies from the training in your class to engage your students in the lesson.

*What kind of feedback is this?* **Critical feedback.** It is very general and not clearly actionable.

*If it is critical, how would you change it to be constructive?* To change this feedback from critical to constructive, you would have to make it more specific and applicable. For example, you could say: It seemed like many students were not paying attention in your lesson. Have you tried engaging them in the lesson with the active teaching strategies we learned in the training? It could be helpful to use Think-Pair-Share as a grouping strategy to make sure all your students are engaged in the lesson. Or you could incorporate more questions in the class to give your students an opportunity to participate during the lesson.

2. You did an excellent job using open questions in your lesson. It seems the girl students were more shy because none of them raised their hands or responded to any questions in your lesson. Perhaps you can speak to some of them after class to see why they are not raising their hands to answer your questions.

*What kind of feedback is this?* **Constructive. It is descriptive and provides an actionable suggestion.**

*If it is critical, how would you change it to be constructive?*

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3. Many students were making noise in your class, especially the ones sitting in the back of the class. It may be helpful to reorganize the seating arrangement to make 1-2 aisles so you can move around the classroom. I had a similar challenge in my classroom, and I found when I stood near students, especially those sitting in the back, they were less likely to make noise.

*What kind of feedback is this?* **Constructive. It is descriptive, draws on personal experience and is actionable.**

*If it is critical, how would you change it to be constructive?*

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4. Using teaching aids in your classroom can help engage all your students. You're already using some, which is great, but you should use more.

*What kind of feedback is this?* **Both critical and constructive because it draws on what the teacher already knows and is doing well but it is general and not actionable.**

*If it is critical, how would you change it to be constructive?* **To make this feedback more constructive, you would have to make it more specific and actionable. For example, you could say, "You do a great job of using teaching aids in your lesson. I really like how you brought in different plants to talk about photosynthesis in your lesson - that's something I want to try in my class! Another great teaching aid is making posters to hang on your wall. You can divide your class into groups and each group can design a poster on photosynthesis. I did that in my class and it worked really well because it made my students excited to learn about the lesson topic."**

5. It looked like many of the students in your class struggled to answer your questions during the lesson. It may be helpful to use other strategies to check for their understanding. You could use Exit Tickets at the end of class to get a general sense of what students understood from the lesson, or you could use Prove Me Wrong during the lesson to see whether students can recognize when you are giving incorrect information.

*What kind of feedback is this?* **Constructive.** It is descriptive and provides clear, applicable suggestions.

*If it is critical, how would you change it to be constructive?*

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6. Some students in your class were not wearing uniforms and did not have notebooks. You should follow up with them to see how you can help.

*What kind of feedback is this?* **Critical.** It is general with no actionable recommendations.

*If it is critical, how would you change it to be constructive?* To make this feedback more constructive, you need to make it more specific and applicable. For example, you could say, "There is a group of 4 boys in your class who were not wearing uniforms. I also noticed they did not have notebooks. They were sitting all together in the front of the room. Have you spoken to other teachers who have these students to see if anyone knows their home situation? It may be helpful to talk to your colleagues to find out more about the boys' backgrounds and make a plan for how you can best support these students. It may also be helpful to talk to the boys themselves in a gentle and friendly manner."

## Appendix 3B: Supervisor and Peer Coach T-Chart

Supervisor	Peer Coach
<ul style="list-style-type: none"><li>• Serious</li><li>• Critical</li><li>• Acts in a position of power</li><li>• Evaluates the teacher</li><li>• Asks closed questions</li></ul>	<ul style="list-style-type: none"><li>• Open to learning</li><li>• Constructive</li><li>• Acts as a peer</li><li>• Supports the teacher in self-reflection/self-evaluation</li><li>• Asks open questions</li></ul>

## Appendix 3C: Classroom Observation Scenarios Example Answers

### 1. Mary - Geography - Class 4

*Character information: Mary doesn't understand why the students are behaving badly - she does not think it is her fault, she believes they are just naughty.*

In today's lesson Mary is teaching about the weather. Her objective is that by the end of the lesson students will be able to describe different forms of weather. Mary has asked you to focus on her classroom management skills. In your meeting last month you and Mary discussed the importance of routines to help manage student behavior. Mary agreed to try and use a routine at the start of each lesson to help settle the students.

First Mary welcomes the students to the classroom, and calls attendance. The students say their names one by one and settle down for the lesson. Mary starts the lesson by telling the children what they learned in class yesterday. Mary then begins reading aloud from the textbook about different types of weather. At the same time she makes notes on the board with her back to the students, and asks the students to copy her notes. Mary's back is turned for 20 minutes. During this time only a few students write down the notes - many chat and some even sleep. It gets very loud in the classroom. After 20 minutes she turns around and shouts at the students for not paying attention. Mary then writes three open questions about the weather on the board and asks students to answer them in their books. She tells them to bring the books to the office in 10 minutes and then she exits the class.

#### Strength?

- Mary chose a focus for the classroom observation by reflecting on an area she would like to improve: classroom management
- Mary welcomed the students to the classroom, which creates a friendly environment
- Mary reviewed what the class students had learned in the previous lesson
- Mary uses open questions that check for the students' understanding of her lesson on weather

#### Improvement?

- It may help Mary's classroom management to assign a student to help take attendance (if Mary's class is big, taking time to take attendance in the beginning of class can take a lot of time). Giving students' responsibilities is also a great classroom management strategy.
- It would have been even better if Mary had asked the students to summarize what they had learned in the previous lesson to check their understanding of the last lesson.
- Using open questions is great, and perhaps incorporating them into the lecture (to break up the time Mary is talking) would help the students stay more engaged and be less disruptive.
- Just as Mary welcomed the students, she could also close the lesson in a friendly way to make the classroom a safe/friendly environment.



## 2. Suleiman - English lesson - Class 3

*Character information: Suleiman is very nervous but is really enjoying the coaching. He is keen to try new ideas but is very reluctant to use group work.*

Suleiman is going to teach an English lesson about adjectives. By the end of the lesson students should be able to explain why adjectives are important, and use them in their writing. Suleiman used to always use a lecture style in his classes as he was nervous about group work. You have been helping him become more confident with active learning. He has asked you to focus on his instruction techniques for this observation.

Suleiman welcomes the students to class and takes attendance. The students listen attentively. Suleiman then asks students to think on their own for one minute about words they would use to describe their community. He asks them to then tell the words to the person sat next to them. He then calls on students to share their words with the whole class and writes these on the board. All students are really engaged in the activity and are keen to share their ideas. Suleiman then tells students the definition of an adjective and asks them to write it in their notebooks.

To help students understand why adjectives are important Suleiman then reads two short paragraphs describing the community - one uses adjectives and one does not. He then uses Think-Pair-Share to ask students why the paragraph with adjectives is much better. Students think on their own, discuss with a partner and share with the group. They come up with some great answers and the teacher is able to check for understanding.

Then Suleiman asks students to use the words they listed at the beginning of the lesson to write their own paragraph describing their community for 10 minutes. You notice that several students at the back of the classroom do not complete the written task. At the end of the 10 minutes he shares the lesson objectives with the students and asks them to show thumbs up if they have achieved the objectives.

### Strength?

- Suleiman used two grouping strategies, small group work and Think-Pair-Share, that engaged the students during the lesson.
- Suleiman showed how to use adjectives by reading two stories about a community, one with adjectives the other without, which helped students understand why adjectives are helpful. Using Think-Pair-Share allowed students to discuss their responses with a partner before sharing with a class, which can make students feel more comfortable talking.
- Suleiman checked for students' understanding of the lesson by using a non-verbal cue, thumbs-up/thumbs-down at the end of the lesson

### Improvement?

- Since Suleiman has been successful with his grouping strategies so far, perhaps he could try a new strategy - grouping by ability - to make sure all students are engaged in the lesson. There were some students in the back of the classroom, who were not

engaged in the last writing activity. If Suleiman groups these students with motivated students, they may be more engaged in the lesson activities.

### 3. Daniel - Science lesson - Class 6

*Character information: Daniel is an experienced teacher who enjoys planning creative and engaging lessons for his students. He is very confident in his ability.*

Before the class Daniel explains to his coach that he is going to teach a Science lesson about heat transfer. He explains that by the end of the lesson students should be able to explain the difference between conductive and nonconductive materials. Daniel is a very experienced teacher.

Daniel starts the lessons with an engaging game. He chooses 6 boys from the class to come to the front and identify which local materials become hot in the sun. They have to explain their decisions to the whole class.

He then asks the class ‘Can I hold this piece of metal after 10 minutes in the sun?’ Many students, male and female raise their hands, and he calls on one of the boys to answer the question - the student gets the answer correct.

Daniel draws a diagram to explain heat transfer on the board. The students copy down the diagram into their notes and label it. A boy near the back of the classroom can’t see and so copies from his friend.

Daniel then asks open questions to the students about the diagram. The boy at the back is confused and remains very quiet. Many female students raise their hands to answer but Daniel only calls on the male students.

Daniel ends the lesson by asking the students to bring in examples the following day of heat conductors to be used as part of a practical training exercise in the next lesson.

#### Strength?

- Daniel uses a game to start the lesson, which is fun and engaging
- Daniel uses a drawing to explain heat transfer
- Daniel asks his students open questions about the diagram he drew to check for their understanding
- Daniel gives his students’ fun homework to bring in local materials that can be heat conductors to use in the next lesson.

#### Improvement?

- Daniel only called on boys in his class, even though girls were raising their hands. He also only had boy students participate in the first activity. Daniel’s lesson would have been even better had he included girls in the opening activity or called on girls to answer questions.
- One of the students in Daniel’s class struggled to see the board. He is sitting in the

back of the classroom, and it would be great if Daniel moved him to sit in the front of the class.

#### 4. Zara - Science lesson - Class 5

*Character information: Zara was really excited at the start of the Teachers for Teachers program, and she was keen to try all of the new ideas. However, she is starting to lose confidence. She is getting increasingly frustrated when she tries things for the first time and they don't work. She is worried she shouldn't be a teacher.*

Zara has planned an exciting science lesson using local resources. The students are going to learn about the refraction of light using a mirror and some water. Zara has tried hard to use new strategies from the training - but she quickly becomes discouraged when they don't work.

Zara welcomes the class to the lesson, and takes attendance. She shares the lesson objectives for the day with the students. She tells the students that they are going to perform an experiment today. She then tells them complicated instructions verbally. The students look confused and start chatting with one another, saying 'what do we have to do?' Zara becomes angry and shouts at the student for being disobedient. She repeats the instructions again, shouting them this time, and the students continue to be noisy and to ask each other for help. As the class gets louder Zara gets frustrated - she tells the class to stop the experiment and to copy from the textbook instead. Zara tells the students that if they cannot behave they will not do fun activities in future. The students say that is very unfair - they are very disappointed and annoyed with their teacher.

Zara walks around the room while the students copy from the textbook for the next 20 minutes. At the end of the lesson she asks the students to tell her one thing they have learnt today to check for understanding.

##### Strength?

- Zara planned an exciting activity that is practical and uses local resources
- Zara welcomes the students to class, which helps make the classroom a friendly environment
- Zara checks for the students' understanding at the end of the lesson by asking them to share one thing they learned in the class
- Zara walked around the classroom as the students did individual work (copying from the board).

##### Improvement?

- Zara planned a great activity, and perhaps the students would have understood the instructions if she had said them out loud (like she did) and written them on the board. Students can then read along as Zara explains the instructions.
- Before starting an activity, it can be helpful to have the students repeat the instructions after you share them. Having students explain the instructions is a great way to check that they understand what they will do in the activity. Perhaps Zara can

also ask the students to explain the instructions after she introduces the activity to make sure they understand before starting the activity.

- Zara can reflect on stress management techniques that help her identify when she is getting stressed and what activities she can do to help her keep calm. This can prevent her from getting stressed and then angry, which caused her to shout at her students.

## Appendix 3D: Sample Peer Coach (Level 2) Agreement

### Teachers for Teachers Peer Coach (Level 2) Agreement



This agreement confirms \_\_\_\_\_ (print name) as a Peer Coach for Teachers for Teachers in Kakuma Refugee Camp. By signing this contract, \_\_\_\_\_ (print name) agrees to complete the following responsibilities:

1. I will organize one Teacher Learning Circles (TLC) every month for ten (10) months minimum.
2. I will invite teachers to the TLCs each month and send reminder messages to promote 100% attendance of teachers.
3. I will encourage supportive communication and active participation in the TLCs.
4. I will take at least one photo of each TLC session to share with the Teachers for Teachers team.
5. I will complete a TLC log after each TLC and share it with the Teachers for Teachers team.
6. When possible, I will include candid photos (in addition to the one mandatory photo) and short videos and/or audio recordings of the TLCs themselves.
7. I will conduct one school visit, which includes a pre-observation meeting, classroom observation and post observation meeting with each of the four teachers every month.
8. I will fill out the classroom observation and post observation meeting form and share it with the Teachers for Teachers team.
9. I will encourage teachers to continue the learning from the Teachers for Teachers training by helping teachers set goals based on the teacher competencies outlined in the training.
10. I will continue to develop and model Peer Coach competencies.
11. I will promote collaboration among primary school teachers in Kakuma Refugee Camp.
12. I will complete my responsibilities in a timely, organized and enthusiastic manner.

Upon successful completion of Peer Coach responsibilities, Teachers for Teachers will provide Peer Coach certificates of completion in April 2017. Teachers for Teachers will provide the following incentives to support you in your role:

- \$60 US Dollars (approximately 6,100 KES) each month (10 months total)
- 1 Bicycle
- Airtime and Data each month (TBD, 10 months total)

The airtime will be used to invite teachers to the TLCs and schedule school visits. The data will be used to share the TLC logs and classroom observation forms with the Teachers for Teachers team. The mobile phone support is given in good faith that you will use it wisely to carry out your responsibilities as Peer Coaches. If for some reason you deplete the phone credit for other purposes, you will need to utilize your personal finances replenish the balance and to communicate with fellow teachers and Teachers for Teachers team members as needed.

By signing this contract, you accept the position of Peer Coach agree to complete the responsibilities listed above in a timely, organized and enthusiastic manner.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Teachers for Teachers Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Teachers for Teachers Signature

\_\_\_\_\_  
Date

# Annexes:

## Focus Group Discussion (FGD) Guide for Peer Coaching

*[Logistical questions regarding training schedule and timeline – these questions will help you understand the best times for conducting teacher and Peer Coach trainings]*

1. When is the best time for you to participate in teacher training workshops?
  - a. During the school term vs. holiday months?
  - b. If it is more convenient to participate in teacher training workshops during the school term, do you prefer during the school day, after school, or on weekends?  
Is a combination okay – a mix of school days and Saturdays?
  - c. How much advanced notice would you like to be able to make plans to participate in the training?

*[Current collaboration questions – these questions will help you understand the current opportunities that exist for teachers to work with one another and/or the supervision system in place]*

2. How does your supervisor (head teacher, principal, NGO staff, MoE official, etc.) support you as a teacher?
3. What kinds of opportunities do you have to do co-planning or co-teaching with other teachers in your school?
4. Has anyone visited your classroom to conduct observations and provide you with feedback? What has that experience been like?

*[Peer Coaching activity questions – these questions will help you understand teachers' knowledge of and opinions on Teacher Learning Circles (TLCs) and peer-to-peer classroom observations]*

5. Have you ever participated in something like a TLC/group learning forum? [Be prepared to share the definition of a TLC: TLCs are regularly scheduled meetings (e.g. once or twice each month) for teachers to celebrate teaching successes and brainstorm solutions to challenges they may be facing in their classrooms. They serve as group sharing sessions to help create a professional community of teachers who support and encourage one another to meet their needs.]
  - a. How would TLCs and/or opportunities for collaboration/discussion among teachers be helpful?
  - b. What kinds of topic do you imagine discussing in TLCs?
6. When could the TLCs take place?
  - a. During the school day, after school in the late afternoon, evenings, weekends?
7. Where is the best location to hold TLCs?
8. Beyond the formal classroom observations with your supervisor:
  - a. Have you ever observed a fellow teacher teach a lesson in his/her classroom?
  - b. Have you ever been observed by a fellow teacher as you teach your lesson?
  - c. Do you feel that being observed in your classroom or observing your peers would be beneficial for your teaching (or that of your peers)? Why/why not?

9. If you were to conduct classroom observations with your fellow teachers, when would be the best time to do so?
10. In both TLCs and classroom observations, how would you feel working with a Peer Coach and receiving feedback from him/her?

*[Peer Coaching logistical questions – these questions will help you get a sense of the best grouping for the Peer Coaching activities, a realistic sense of how frequently teachers could participate in Peer Coaching activities, and what support teachers feel they would need if they were to become Peer Coaches]*

11. Would you prefer to work with teachers in your school or with teachers in different schools for the Peer Coaching activities?
  - a. If you prefer to work with teachers from other schools, how feasible is it to travel from your school to work with teachers from other schools?
12. How often do you think you could participate in Peer Coaching activities? (Be sure to ask for both TLCs and classroom observations).
13. If you were working as a Peer Coach:
  - a. Would it be possible to share feedback about the coaching sessions with us?
    - i. How often would you be able to provide these coaching check-ins?
  - b. What kind of support do you think you would need from the school leadership and/or education officials to effectively carry out the activities of a coach?
14. Is being a Peer Coach something you would be interested in?
15. Are there any other activities (besides TLCs and classroom observations) facilitated by teachers/coaches that you believe would be helpful to support teachers?





# PEER COACHES CALL FOR APPLICATIONS

Are you interested in supporting your fellow primary school teachers as a Peer Coach? Submit your application by Saturday, June 11<sup>th</sup> to any of the trainers to be considered.

## WHAT YOU WILL DO

- 1 Receive training from the Teachers for Teachers team
- 2 Get matched with five teacher trainees to work with over the year

### WHAT IS A PEER COACH?

A coach helps fellow primary teachers in Kakuma learn the Teachers for Teachers training program and put it into practice in their classrooms.

### COACH SESSIONS

Facilitate one-on-one regular coaching sessions with each trainee

### LEARNING CIRCLES

Host monthly Teacher Learning Circles (TLCs) with all five trainees

### SHARE PROGRESS

Connect monthly with our Teachers for Teachers team to share progress about coaching activities

### OBSERVATIONS

Observe trainee classrooms to see how things are going and provide feedback after class

### RESPONSIBILITIES

- Promote a safe, effective learning environment for all teacher trainees
- Encourage self-confidence and development of all teachers
- Model positive and supportive leadership with teachers and school leaders
- Maintain and adhere to the TLC activity calendar and keep track of group meetings and classroom visitations
- Identify challenges implementing TLCs and seek creative solutions to overcome them
- Collect and share information from all TLC activities with Teachers for Teachers staff

### WHAT YOU WILL GET

In return for your time and efforts, you'll receive a training certificate and modest financial compensation.

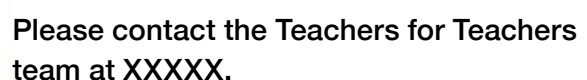
You will also receive new knowledge and skills to support the provision of quality education here in Kakuma.



**E-MAIL ADDRESS**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- Successfully completed the first training module held June 9-11, 2016
- Plan to continue participating in future training sessions in November, January and April
- Available to participate in **Coach Training** on Saturday, June 25<sup>th</sup>, Saturday, July 2<sup>nd</sup> and Saturday, July 9<sup>th</sup>? (Participation in all 3 Saturday sessions is required)



Monday, November 28, 2016

Dear Head Teachers,



Teachers are the most important factor in determining the quality of education in schools. The pivotal role that teachers play in both pupil learning and pupil well-being is even more pronounced in crisis contexts, where children face increased vulnerabilities. With this letter, we would like to share a new initiative -- Teachers for Teachers -- that is being implemented in Kakuma this year in an effort to better support our teachers and their pupils. We hope that we can count on your support over the coming months as well.

Over the last two years a new training pack for teachers in crisis contexts has been developed by a number of international organizations (for more details, please visit [www.ineesite.org/tpd](http://www.ineesite.org/tpd)). Twenty-seven refugee teachers in Kakuma contributed to the development of the pack when they participated in a pilot training in June–July 2015 and provided critical feedback on the content and structure of the training.

The final pack is comprised of both a short-term training (4-day workshop) and a long-term training (multiple 3- or 4-day workshops based on specific modules offered throughout the year), all developed around a set of 28 teacher competencies. The four modules include:

- Teacher's Role and Well-being
- Child Protection, Well-being and Inclusion
- Pedagogy
- Curriculum and Planning

Teachers for Teachers, a professional development initiative led by Teachers College-Columbia University in partnership with UNHCR and LWF, will facilitate various training workshops between June 2016-April 2017.

From June 2016 – January 2017, three cohorts of teachers will be offered the short-term teacher training, while one cohort of teachers will be offered the long-term training. The dates are as follows:

- June-July 2016 (Short-term training workshop - Cohort #1; Long-term training workshop - Module #1)
- November 2016 (Short-term training workshop - Cohort #2; Long-term training workshop - Module #2)
- January 2017 (Short-term training workshop - Cohort #3; Long-term training workshop - Module #3)
- April 2017 (Long-term training workshop only - Module #4)

The teachers for the June 2016 and November 2016 training have already been recruited and trained. While we will do our best to offer the training workshops during holidays and on Saturdays, there will be times when teachers will need to participate in the full-day trainings during the school week. Our next training, for example, will take place in January 2017 when teachers are back in school. We'll be sure to communicate with you well in advance about when this might impact the class schedule at your school.

In addition to teacher training, Teachers for Teachers aims to provide additional layers of support to teachers through both coaching and mentoring. Coaching involves one-on-one meetings between peer coaches and teachers, classroom observations and Teacher Learning Circles (TLCs). Mentoring connects teachers with virtual mentors in other parts of the world via Facebook and Whatsapp. The training for coaches was carried out in July and November 2016; the next training will take place in early January. The teachers who are trained as coaches will also initiate their peer support activities during the same month they are trained. Mobile mentoring will begin in September 2016 and run throughout the year.



The Teachers for Teachers team will also conduct classroom observations of the participating teachers throughout the year during our visits to Kakuma. Through the Teachers for Teachers professional development opportunity, teachers in Kakuma will gain skills and knowledge to contribute to the overall goal of quality education.

We greatly appreciate any support that you can provide to the teachers selected to participate in the various training workshops and related coaching activities. If you have any questions, please do not hesitate to contact the Education Officer at XXXXX or Program Director by WhatsApp at XXXXX or email at XXXXX.

Thank you in advance for your support to this programme.

Sincerely,

Education Officer  
UNHCR Kakuma Branch Office

Teachers for Teachers Project Director  
Assistant Professor of Practice  
Teachers College, Columbia University

## Core Competencies for Primary School Teachers in Crisis Contexts



### Teacher's Role and Well-being

- Teacher understands and practices the terms of the Teacher Code of Conduct.
- Teacher understands his/her legal and ethical responsibility for the well-being and learning achievement of all children in his/her classroom and school.
- Teacher communicates regularly with parents, guardians, and other education stakeholders in order to promote a safe and effective learning environment.
- Teacher actively engages in development of his/her own teaching practice using all available resources including self-reflection and collaboration with peers, head teachers, etc.
- Teacher understands the importance of his/her well-being as a factor influencing student well-being, and practices strategies to maintain well-being including mindfulness, conflict resolution and stress management techniques.

## Child Protection, Well-being and Inclusion

- Teacher has knowledge of Child Rights and the status, rights, and background of displaced students in their care.
- Teacher promotes a classroom and school environment free from abuse, discrimination, exploitation, and violence, including sexual and gender-based violence.
- Teacher uses psychosocial support strategies to help students regain a sense of stability in contexts of displacement and conflict.
- Teacher supports students' development and maintenance of healthy interpersonal relationships, cooperation, and acceptance of differences.
- Teacher demonstrates understanding of and promotes context-appropriate life skills (social-emotional well-being, health education, mine-risk awareness, self-protection from SGBV and exploitation, etc.).
- Teacher has knowledge of local child protection reporting and referral systems.

## Pedagogy

### **Classroom management:**

- Teacher implements appropriate positive discipline strategies to manage student behavior.
- Teacher encourages participation of all children without discrimination regardless of gender, ethnicity, language, culture, religion or learning ability.
- Teacher ensures that the environment of the classroom promotes learning through the physical arrangement, and the use of clear expectations, predictable procedures, and daily routines.

### **Instruction:**

- Teacher uses varied age-appropriate techniques for instruction (lecture; pair, group, and whole-class work; read alouds, songs, games) including strategies suitable for large class size and multi-level student groups if relevant.



- Teacher asks various types and levels of questions to promote inquiry and critical thinking.
- Teacher has knowledge of child development and different learning styles.
- Teacher incorporates examples from local environment and student experience.

**Assessment:**

- Teacher uses a range of continuous and summative assessment tools to frequently check for understanding (quiz, test, drama, drawing, student discussions, projects, presentations, etc.).
- Teacher records and uses learning outcomes to monitor students' progress towards meeting lesson/curricula objectives, and uses this to address the needs of his/her students and to inform his/her teaching practice.

## Curriculum and Planning

- Teacher demonstrates knowledge of the national curriculum scope, sequence, approaches, and objectives.
- Teacher's plans are in line with curriculum objectives, scope and sequence.
- Teacher's lessons contain one or more SMART objective, an introduction, a learning activity, practice, and an evaluation (or equivalent structure and sequence).
- Teacher identifies and utilizes teaching and learning resources in the community.

## Subject Knowledge\*

- Teacher is proficient in the language of instruction and has basic knowledge of the language spoken by the majority of parents and guardians.
- Teacher uses techniques to support second language learners (routine use of key words, phrases; use of text and images; opportunities for learners to produce content with correction, feedback, etc.) if relevant.
- Teacher demonstrates knowledge of basic literacy concepts (print, phonological awareness, vocabulary, writing, and comprehension).
- Teacher demonstrates knowledge of basic math concepts (numbers and operations, geometry and measurement).

\*Subject Knowledge is not covered in the Training for Primary School Teachers in Crisis Contexts pack; however, supplementary training by subject experts is recommended to ensure that teachers develop the necessary subject knowledge competencies.

*This simplified list of teacher competencies was developed by the Teachers in Crisis Contexts Working Group, with reference to a range of national teacher competency standards and education in emergencies resources.*

# Introductory Training Pack At-A-Glance



## Day 1: Teacher's Role and Well-being

- Session 1: Teacher's Role
- Session 2: Code of Conduct
- Session 3: Teacher Well-being

## Day 2: Child Protection, Well-being and Inclusion\*

- Session 1: Child Protection & Child Rights
- Session 2: Safe Space - SEL
- Session 3: Safe Space – Positive Discipline

## Day 3: Pedagogy

- Session 1: Active and Engaging Instruction
- Session 2: Questioning Strategies
- Session 3: Inclusion

## Day 4: Curriculum and Planning

- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning

## Subject Knowledge

Core area of competency for teachers, not covered in these training materials

\*Inclusion is listed in the title of Day 2: Child Protection, Well-being and Inclusion to reflect Module 2 and included in Day 3: Pedagogy - Session 3 of the Introductory Training Pack in an effort to equitably balance content in each day of the training.



# Modules At-A-Glance

## Module 1: Teacher's Role and Well-being - 12hrs

- **Session 1: The Role of the Teacher in the School and the Community**  
Why am I a teacher?; Why is education important?; “A Teacher Is \_\_\_\_\_” activity; Identifying expectations; Balancing different roles; Staying organized; Staying motivated; Setting goals
- **Session 2: Code of Conduct**  
Education in your community; Misconduct in school; What is the Code of Conduct?; What does a Code of Conduct do?; What are the consequences of misconduct?; Reporting and responding to misconduct; Spreading the word activity
- **Session 3: Teacher Well-being and Stress Management**  
What is teacher well-being?; What affects teacher well-being?; Why is teacher well-being important?; What are signs of stress?; Belly breathing; Mindfulness activity; Conflict resolution; Creating a stress management plan
- **Session 4: Collaboration and Communities of Practice**  
Step over the line trust building exercise; Levels of collaboration; What is a Teacher Learning Circle (TLC)?; Our TLC community standards; Mission statement; Group reflection; Peer support networking

## Module 2: Child Protection, Well-being and Inclusion - 18hrs

- **Session 1: Introduction to Child Protection and Child Rights**  
Physical, emotional, social and cognitive well-being; Recognizing children's needs; What are child rights?; Teachers' roles and responsibilities as duty-bearers; Understanding protective and risk factors; Identifying and monitoring signs of distress
- **Session 2: Creating a Safe Space**  
Feeling safe reflection; Identifying risk factors in our schools; Addressing physical safety: Corporal punishment and SGBV; Addressing behavioral safety: Positive discipline; Making classroom rules with students; Addressing social, emotional and cognitive safety: Activities and routines; Practicing supportive activities and routines; Identifying protective factors in our schools; Planning a safe classroom
- **Session 3: Inclusive Classrooms**  
Diversity energizer; The meaning of exclusion and inclusion; Experiencing exclusion; Identifying obstacles and solutions; Creating inclusion strategies
- **Session 4: Teaching Life Skills**  
Risk factor reflection; Introduction to life skills; Teaching life skills role-play; Social-emotional learning (SEL); SEL skills and strategies; Using life skills curricula
- **Session 5: Seeking Further Support for Children**  
Child protection and well-being; Dealing with stress and sorrow as adults; Community mapping; Speak with child protection staff; Using your community map; How to respond to abuse; Practicing how to respond to abuse



## Module 3: Pedagogy - 16hrs

- **Session 1: Classroom Management**

My favorite teacher; My strengths and challenges; Proactive classroom management; Reactive classroom management; Classroom management scenarios; Brainstorming solutions

- **Session 2: Active and Engaging Learning**

Stimulus questions and quiet reflection; The importance of a range of teaching strategies; Practice active teaching strategies; Demonstrations; Create action plans to use strategies in lessons; Planning group work

- **Session 3: Questioning**

The importance of two-way communication; Advantages and disadvantages of closed and open questions; Different levels of questions; Creating questions under the ladder model; Asking questions effectively; Responding to questions effectively; Making a Do/Do Not T-Chart; Putting questions skills into practice

- **Session 4: Child Development and Differentiation**

Connecting the dots; The four stages of child development; Differentiation stages; Planning differentiation for your own students

- **Session 5: Assessment**

What is assessment?; Defining continuous and summative assessment; Giving feedback; Continuous assessment strategies; Create a continuous assessment toolkit; Summative assessment strategies; Create a unit assessment plan

## Module 4: Curriculum and Planning - 14hrs

- **Session 1: Using Curriculum**

How do you know what to teach?; The importance of sequence in curriculum and planning; Examine the given curriculum to identify key parts; Explore the grade or subject-based curriculum; Analyze the grade or subject-based curriculum; Making sure the curriculum is relevant

- **Session 2: Long-term Planning and Learning Objectives**

How to create a scheme of work; Create a scheme of work; Identify SMART objectives; Create SMART objectives; Develop assessments in alignment with SMART objectives; Prepare additional schemes of work

- **Session 3: Lesson Planning**

Importance of lesson planning; Characteristics of a good lesson; Lesson plan overview; Analyzing lesson plans; Planning a lesson together; Completing a lesson plan independently; Review why lesson planning is important

- **Session 4: Making Lessons Relevant and Meaningful**

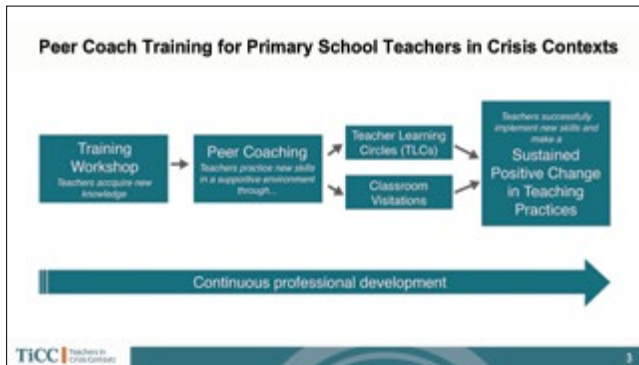
What interests my students?; The importance of meaningful lessons; Transforming tasks and examples from general to meaningful; In Math; In Literacy; Creating a list of local resources; Explore ways to use local resources in the classroom; Lesson plan review; Student interest reflection and action plan

## Subject Knowledge

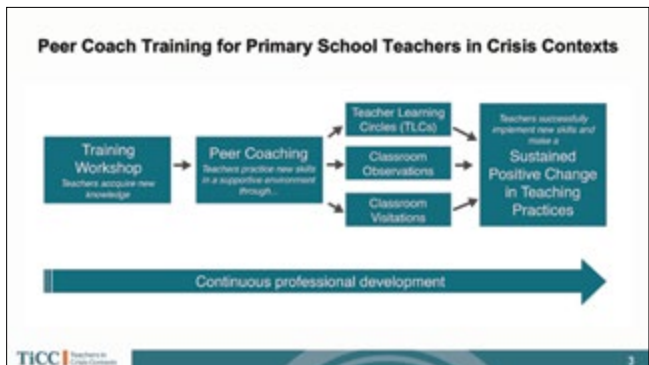
Core area of competency for teachers, not covered in these training materials

# Slides

3 (Level 1)



3 (Level 2)



4

**Day 1**  
**The Role and Responsibilities of a Peer Coach**

**Session 1: The Role and Responsibilities of a Peer Coach & Teacher Learning Circles (TLCs)**

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**Objectives**

*By the end of this session you will be able to:*

- Describe the role and responsibilities of a Peer Coach
- Identify key qualities of a Peer Coach
- Describe the purpose of a Teacher Learning Circle (TLC) and the Peer Coach's role in organizing and facilitating TLCs
- Explain why coaching is an important component of continuous teacher professional development

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**Who is a Peer Coach?**

A Peer Coach is person who encourages collaborative, reflective practice among teachers and supports teachers' needs, goals and professional development using a variety of different techniques (Teacher Learning Circles, Classroom Visitations and Observations, Team-Teaching, Co-Lesson Planning, etc.).

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**Coaching in Teacher Professional Development (TPD)**

What are three skills I would like to develop?	What do I need to develop these skills?
--	---

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**Teacher Learning Circle (TLC)**

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 have 4 steps:

```

graph TD
    S1[Step 1: Celebrate successes and check-in on goals] --> S2[Step 2: Share challenges faced in the classroom and school]
    S2 --> S3[Step 3: Brainstorm solutions]
    S3 --> S4[Step 4: Set goals based on 4 core teacher training competencies for how to put solutions into action]
    S4 --> S1
    
```

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**Day 1**  
**The Role and Responsibilities of a Peer Coach**

**Session 2: Supportive Communication**

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## Objectives

**By the end of this session you will be able to:**

- Identify the four principles of supportive communication
- Practice active listening and reflective questioning
- Describe the importance of using supportive communication in peer coaching

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## Active Listening Instructions

- Choose one partner to speak first and one partner to listen first.
- The speaker will have **60 seconds** to share his/her hopes and concerns about becoming a Peer Coach. You must speak the entire 60 seconds.
- After 60 seconds, the listener will summarize what their partner has said and ask 1 follow-up question.
- Swap roles and repeat!

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## Reflective Questioning



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## Day 2 Teacher Learning Circles (TLCs)

### Session 1: Understanding How Adults Learn and Practicing TLCs

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## Objectives

**By the end of this session you will be able to:**

1. Identify the four principles of adult learning
2. Explain how adult learning relates to peer coaching
3. Facilitate a TLC using supportive communication

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## Two-way Communication Instructions

### First attempt:

1. Find a partner. One person will be the instructor, the other will be the explorer.
2. Sit back-to-back and make sure you can't see one another.
3. The instructor will have 2 minutes to guide the explorer through the maze. The instructor CANNOT look at the explorer, and the explorer CANNOT ask questions.

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## Two-way Communication Instructions

### Second attempt:

1. Work with your same partner.
2. The instructor will have 3 minutes to guide the explorer through the maze.
3. This time, the instructor can look at what the explorer is doing, and the explorer can ask questions. However, the explorer CANNOT see the instructor's directions.

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## 4 Principles of Adult Learning

1. Involvement in the learning process
2. Experience as the basis of learning
3. Relevant and applicable learning
4. Problem-solving learning

Is this how YOU learn?



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## Adult Learning Instructions

1. Define your Adult Learning Principle in your own words or drawing
2. Give an example of a time you learned something in this way.
3. Explain how you will apply this principle in your role as a Peer Coach.

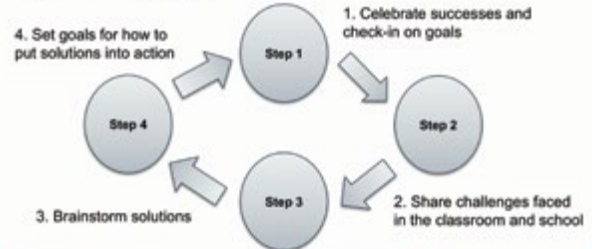
*You have 10 minutes to work in your small groups. Then we'll present back to everyone!*

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## TLC Steps



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## Practice TLCs

Each participant will have 15 minutes to practice facilitating a TLC. The remaining participants will role-play teachers.

1. Select participant to role-play Peer Coach; all other participants will role-play teachers.
2. Select challenge to discuss in TLC.
3. Facilitate TLC for 15 minutes.
4. After 15 minutes, each group will share two things the Peer Coach did well and one thing the Peer Coach could improve.

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## Day 2 Teacher Learning Circles (TLCs)

**Session 2: Setting Goals in the 4 Core Competency Areas of the Training for Primary School Teachers in Crisis Contexts**

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## Core Competencies for Primary School Teachers in Crisis Contexts



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## Objectives

**By the end of this session you will be able to:**

- Set goals in the 4 core competency areas from the Training for Primary School Teachers in Crisis Contexts
- Explain the purpose of the Goal Tracking Sheets
- Identify the steps in planning a TLC

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## Day 3 Classroom Observations

**Session 1: Classroom Observations**

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## Objectives

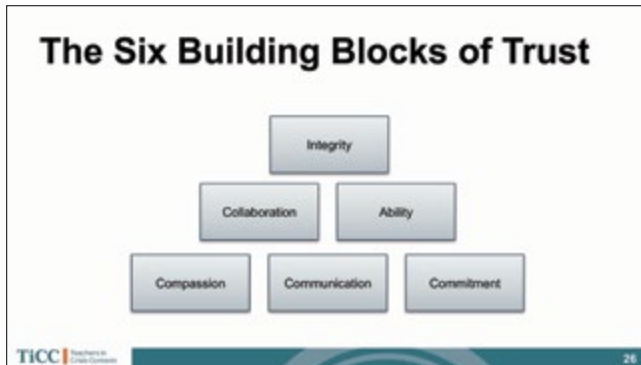
**By the end of this session you will be able to:**

- Build trusting, positive relationships with fellow teachers and other education stakeholders
- Distinguish the role of Peer Coach from Supervisor
- Identify the three components of a classroom observation
- Use supportive communication in post-observation meetings

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### Classroom Observation Feedback

Classroom observation feedback	Who provided the feedback?	What was positive?	What was challenging to hear?

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### Constructive Feedback

*Promoting descriptive, helpful information in understanding one's actions to support further development or improvement in an instructive and supportive manner.*

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### Peer Coach vs. Supervisor

Supervisor	Peer Coach

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### Strengths and Improvements in Peer Coaching

**Strength:** an encouraging statement highlighting a successful, positive action of the teacher or part of the lesson

**Improvement:** a constructive statement supporting teachers' improvement in a particular teaching strategy or lesson component

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- ### Instructions
1. Read classroom observation scenario with partner
  2. Summarize what happened in the lesson (teacher's actions, lesson topic, students' actions)
  3. Identify at least 2 Strengths in the lesson (the more you identify, the better!)
  4. Identify at least 1 Improvement in the lesson (remember, for 1 Improvement you must have at least 2 Strengths)
- TICC Teachers in Crisis Contexts 31

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### Supportive and Instructive Questioning

**Supportive Questioning:** helps teachers come up with WWW by focusing on the positive, successful components of their teaching practice and lesson. Supportive questions focus on the teachers' feelings and include reflective questions of "feeling" and "facts".

**Instructive Questioning:** supports teachers come up with EBI by helping them think about what they could do differently in the future. Instructive questions include reflective questions of "facts", "findings" and "future".

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- ### Post-observation Meeting Role-play
1. Work with your partner from the classroom observation scenario activity (Handout 3.3)
  2. Role-play the post-observation meeting using Handout 3.5 as a guide with one person acting as the Peer Coach and the other acting as the teacher
  3. After 10 minutes, switch roles
- Remember to use supportive communication in your role-plays!!*
- TICC Teachers in Crisis Contexts 33



For more information on TiCC:  
Website: [www.inee.org/collections/teachers](http://www.inee.org/collections/teachers)  
Email: [teachers@inee.org](mailto:teachers@inee.org)