Top 10 Teaching Practices Handbook

Section 1: PEAS Instructional Leadership Approach

The PEAS Instructional Leadership Approach provides guidance and information on PEAS approach to teacher development. The manual is a resource and reference tool for the Instructional Leadership Teams, who play a critical role in supporting PEAS teachers to deliver the very best education to our students. It includes an introduction to the PEAS instructional leadership approach and guidance on Continual Professional Development (CPD), Learning Walks, Lesson Observations and Feedback, and inducting new teachers.

Section 2: Scripted Top 10 Manuals

PEAS scripted Top 10 Manuals have been carefully designed to guide Instructional Leadership Teams to deliver Continual Professional Development sessions. PEAS' Top 10 Teaching Practices are evidence-based, learner-centred and gender-responsive. The manuals provide in-depth introduction to meaningful lesson planning, gender-responsive pedagogies, and each Top 10 practice and related strategies to implement in the classroom.

Section 3: Tools

PEAS has created a bank of tools and guidance to support instructional leadership teams when approaching, implementing, and effectively monitoring, teacher development. This includes lesson observation tool, PEAS Learning Walk Tool, Lesson Observation Matrix, Leveraged Feedback Tool, and a Lesson Observation Rota.

Section 1: PEAS Instructional Leadership Handbook

CONTENTS

INTRODUCTION

PEAS holds high ambitions for all schools to deliver high quality education to students. We know that high quality teaching and leadership is the main driver of student learning, and we are committed to investing in our teachers and leaders' development.

Instructional Leadership Teams at each PEAS school play a crucial role in developing great teachers.

This handbook provides guidance and information on PEAS' Top 10 Teacher Training Module. It provides resources and guidance to support Instructional Leaders,   who play a critical role in supporting PEAS teachers to deliver the very best education to our students.

PEAS Top 10 Teaching Practices for Teachers

PEAS Top 10 are a set of key teaching practices that define what great teaching looks like in our context. PEAS Top 10 teaching practices were developed based on international best practice, as well as observations of PEAS' most effective teachers, and is grounded in a body of evidence from cognitive neuroscience about how our brains learn.

Taken together, these practices enable teachers to deliver **student-centred, gender-responsive lessons** that **maximise student learning.**

PEAS approach to teacher development is focused on supporting teachers to master these Top 10 teaching practices through a termly cycle of Learning Walks, school-based Continuous Professional Development (CPD), Lesson Observations and Feedback.

Group	Practices
Group 1: Planning and Preparation	Lessons are planned around a consistent structure (Starter, LOs, "I do, We do, You do", Plenary)
	Lessons begin with a written Starter that reviews previous learning
	Lessons provide regular and extended opportunities for independent practice ("You do")
Group 2: Assessment and Feedback	Ask questions, and involve all students in answering
	Before moving on, Check for Understanding (of all students)
	Adapt teaching to the level of students, based on regular assessment
Group 3: Classroom Delivery	New teaching content is presented in small steps, and students are provided with relevant teaching aids (e.g. diagrams on the board; writing frames)
	Integrate effective pair/group work (where appropriate) to drive collaboration
Group 4: Climate for Learning	Recognise all students efforts and make sure students understand that mistakes are part of the learning process
	The classroom culture is positive and respectful, and teachers routinely praise students

peas

Key Principles underpinning PEAS teacher development approach:

Modelling:
- Modelling is when an instructional leader demonstrates best practice. This technique enables teachers to observe what a teaching technique looks like in practice, and effectively deliver this in their own classrooms.
- While delivering a CPD session, the facilitator will model 2-4 Top 10 teaching strategies. To model effectively, the facilitator should read about the strategies before delivering the session (in the Modelling Box and Appendix of each Scripted Manual).
- While delivering a leveraged feedback session, Instructional Leaders demonstrate to teachers how to implement their action step. E.g. if the teacher's action step is about classroom monitoring, the observer could physically walk around an empty classroom with a teacher.
- ☀ This symbol is used when the facilitator is expected to model a Top 10 strategy.

Prioritise Practice:
- Giving teachers time to practice new skills in a safe space is the most effective way of helping them deliver it in the classroom – the more it becomes a routine, the more likely they will use it in a busy lesson.
- The Scripted Top 10 Manuals introduce the Teaching Lab activity. The Teaching Lab is an opportunity for teachers to plan and practice how they will use a strategy in their classroom, and receive feedback from their peers about how to improve the technique. It is important to spend the allotted amount of time on this activity.
- During a leveraged feedback session, teachers will be given the opportunity to practice the Top 10 teaching strategies.

Evidence-based:
- The PEAS Top 10, Manuals and Tools have been developed based on best practice observed in classrooms and a body of international evidence about what drives learning.
- While delivering a CPD session, the facilitator should draw clear links between the Top 10 and the Lesson Observation Matrix and make these clear to all teachers.
- 🔗 This symbol shows the link between the Top 10 and the Lesson Observation Matrix.

Gender Responsive:
- Gender Responsive education is more than providing education to girls and women, it is about identifying and addressing the root causes gender inequalities. With a gender responsive approach, education systems are equitable, inclusive and do no harm. They support every child, no matter their gender, to unlock their full potential.
- The Top 10 Practices equip teachers with the skills and strategies to understand and address the learning needs of all students. These practices help teachers to challenge stereotypes, avoid reinforcing gender norms, and encourage equal participation of all girls and boys.
- Throughout each manual, callout boxes are used to remind ILT of PEAS gender responsive approach, providing techniques that teachers can use to create gender inclusive classrooms. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.
- 👫 This symbol should be noted by facilitators as an opportunity to remind teachers about how the Top 10 are gender responsive, and how they can this embed in their lessons.

Valuing Expertise and Experience:

- Remember that teachers have their own expertise and experience – provide space for them to share what they have learned and experienced.
- Following a CPD session, instructional leaders should ask teachers for feedback (written or verbally) so you can improve the CPDs in the future.

Using the Manuals:

- These manuals follow a similar structure to provide a consistent approach. See below for more detail on the structure of each session:
- Before each session, the facilitator should:
  - o Read through the manual and "key information for facilitators" to ensure they understand the topic well, and the different stages of the training session.
  - o Check they have printed or gathered any materials needed by looking at the "preparation checklist".
  - o Think about the participants attending the training, and how to structure the activities so that each participant gets the most out of the session (e.g. when planning groups or pair work).

Scripted Top 10 manual structure:

BEFORE THE SESSION SECTION	
Section	Content
Session overview	This section gives headline information about the purpose and content of the session.
Session outcomes	The outcomes must outline what teachers should know or be able to do by the end of the session.
Modelling Box	This section identifies the strategies that the facilitator is expected to model during the CPD session. The facilitator should then read the information about these key strategies in the Appendix to ensure they are prepared to effectively model these to the teachers.
PEAS Lesson Observation Matrix connection	This section gives specific links to show how the session content relates to the PEAS Lesson Observation Matrix; this shows the matrix category, sub-category and descriptor. Most sessions will have more than 1 matrix link.
Materials	This section lists the resources that are needed in order to successfully facilitate the session.
Preparation checklist	This section outlines what the facilitator must do/prepare before the session in order to successfully facilitate it (e.g. photocopying handouts, drawing diagrams/charts on chalkboard/manila).
Key information for facilitator	This section gives background information on the key concepts and techniques covered in the session to enable facilitators to have a full understanding before delivering the session.

SCRIPTED SESSION CONTENT SECTION	
Session Step	Content
Step 1: Introduction	• This stage is typically **30 minutes** in length. • The session begins with a starter activity referring to the previous CPD session. • If time allows, facilitators should make space for teachers to reflect on their last action step and share with colleagues what they learnt about the most recent PEAS Top 10 Teaching Practice. • Finally, in this section the facilitator should do a 'lead-in' where they introduce the new topic of the session and provide a clear definition of the strategy, why it's used and the impact it has on pupil attainment.
Step 2: The Main Idea	• This stage is typically **30 minutes** in length. • In this section, important concepts are introduced, along with the specific strategies that teachers are being trained on. • The focus for this section is to introduce important underpinning concepts and to model specific techniques that teachers are being trained on. • Demonstration lessons or video could be used at this stage to enable teachers to study the new concepts in detail.
Step 3: Teaching Lab	• This stage is typically **40 minutes** in length. • The purpose of the teaching lab is to allow teachers the opportunity to practice the techniques being trained on; the focus should be on *doing*, rather than simply transferring knowledge about new practices to teachers. Once teachers have had the opportunity for deliberate practice, they will feel more confident to try them when they are 'live' in the classroom. • This could be done through 'micro-teaching' techniques where teachers teach each other in small groups. • Where possible, teachers should be grouped so that there is a trained leader, instructional leader, or strong teacher in each group. • After each teacher has attempted the strategy others in the group should provide feedback to the teacher facilitated by the leader/strong teacher. If time allows, then the staff member should re-do the deliberate practice implementing the feedback.
Step 4: Debrief	• This stage is typically **10 minutes** in length. • The stage is a plenary which allows an opportunity for consolidation, summary and checking for understanding.
Step 5: Observation set-up	• This stage is typically **10 minutes** in length. • The stage allows an opportunity to prepare teachers for their next observation linked to the CPD practices from the session. For the peer-observations, it is important to make sure each teacher has an observation partner, and they arranged a time to meet to co-plan and co-observe.
Handouts	Each session has supporting handouts, which include content to be read by the facilitator and content to be copied, printed or written, as well as handouts for teachers.

PEAS Instructional Leadership Teams

PEAS Instructional Leadership Teams (ILT) play a critical role in ensuring all PEAS schools provide the highest quality education to our students.

Structure and role

Every school should have an established instructional leadership team (ILT), that is responsible for supporting CPD in the school. This team will be made up of the Deputy Head Teacher, the Head of Studies and a Champion Teacher. Each Instructional Leader has a cluster of teachers who they mentor.

ILT lead the key components of PEAS approach to teacher development, which is explained in more detail in the next section of this handbook. This includes leading Learning Walks, planning and delivering CPD sessions, conducting Lesson Observations and providing feedback to teachers to help them create action steps to improve.

Support to ILT

The ILT are supported by PEAS School Support Officers (SSOs) who visit PEAS schools to train and mentor the Instructional Leaders. The SSO team work with the Instructional Leaders by co-delivering CPD sessions and co-observing teachers. **The SSO should also observe ILT members in class**, so that ILT also have an opportunity to receive feedback and strengthen their classroom practice. This activity will also provide an opportunity for SSOs to model what great feedback looks like.

PEAS INSTRUCTIONAL LEADERSHIP APPROACH

PEAS termly cycle of teacher support

Instructional Leadership Teams lead a range of activities each term to support teachers to embed and master the Top 10 Teaching Practices. This can be seen in the diagram below.

This section of the handbook provides information about how Instructional Leadership Teams can effectively deliver each area of teacher support.

| Learning walks take place at least 4 times a term to check progress. Learning walks are scored, but this is not shared with teachers. Identified Top 10 areas for improvement are focussed on in the next CPD. (see page 7) | CPD sessions are held 3 times a term based on Top 10 areas for improvement identified in the learning walks. CPD sessions use a Top 10 manual or a bespoke CPD session (see page 8) | Lesson observations are conducted after every CPD to help teachers embed new practices. Lesson observations are not scored, and are developmental. (see page 11) | Feedback is provided after every lesson observation, and teachers define action steps. (see page 13) |

Learning walks

What is a learning walk? A school walk through where ILT observe a range of lessons for a short period (15 minutes). Scores are taken but these are not shared with the teachers (effective CPD does not focus on scoring teachers, but instead on constructive discussions that help teachers improve).

Purpose? To provide a snapshot of classroom practice across the school and give school leaders a sense of how the school is currently performing and areas for improvement. Learning Walks should help ILT understand whether the CPD sessions are supporting teachers to develop key skills, and identify specific areas for improvement that should be focussed on in the next CPD session. Unlike lesson observations, the goal of learning walks is not to provide information about individual teachers practice, as there is only limited time in each classroom.

Who does it involve? Instructional Leadership Team conduct the Learning Walk and randomly choose 50% of teachers in the school to observe. ILT should aim to observe a sample range of different teacher-age brackets, school years and subjects. ILT should also aim to observe teachers who weren't included in the last learning walk.

Frequency? At least four times a term, between CPD sessions

Tools: PEAS Learning Walk Tool (see Annex 3 – page 213)

How to use PEAS Learning Walks to identify focus areas for the next CPD session:

1. ILT conduct learning walks
2. ILT meet together to discuss what was observed and identify the strengths, and what are the key issues
3. ILT discuss whether they've <u>identified any progress in key areas</u> since the last learning walk, and decide <u>which key issue seems to be the most significant</u> (i.e. most teachers aren't displaying this Top 10 Teaching Practice, or part of the practice has been missed – e.g. not all learners have been involved in questioning)
4. Use this as a focus for the next Top 10 CPD session.

Continuous Professional Development (CPD) sessions

What is a CPD session? CPD sessions are teacher training sessions. Unlike many teacher training sessions, PEAS CPD sessions are not 'one offs'. Instead, they are part of continuous support to teachers and link to learning walks, lesson observations and feedback.

Purpose? To support teachers to understand, develop and practice key teaching skills (PEAS Top 10). They are a critical point when all teachers come together to reflect and learn. It's critical that all CPD sessions involve significant time for teachers to practice new skills, as evidence shows that this approach best supports adults to adopt new skills.

Who does it involve? Led by ILT, potentially with demonstrations from teachers who have mastered a particular skill (optional); all teaching staff should attend every CPD session.

Frequency? Three CPD sessions should be delivered each term.

Tools: Scripted Top 10 manuals (page 20), Bespoke CPD session guidance (page 231) (more information below)

How to deliver CPD sessions:

Once the ILT have identified the <u>most important area for development through a learning walk</u>, they should prepare to focus on this area in the next CPD session. There are two approaches ILT can use:

A) **Scripted Top 10 manuals**:
   - PEAS has developed a set of scripted Top 10 manuals, which have been carefully designed to provide an in-depth introduction or refresher to each Top 10 practice and related strategies to implement in the classroom.
   - These manuals follow a similar structure. See below for more detail on the structure of these session. The manuals can be seen in Section 2.
   - ILT should use these manuals <u>for the first CPD session on a specific Top 10</u> to provide comprehensive explanation of the Top 10 and related strategies.

B) **Bespoke CPD session**:
   - ILT can create a bespoke CPD session to provide teachers with additional demonstrations and practice of specific Top 10 teaching practices and strategies.
   - Guidance and a planning template for ILT to create a Bespoke CPD session can be found in Annex 8.
   - ILT should create a bespoke CPD session if they have already delivered a CPD session using a Top 10 manual, and identified that teachers need additional support to master these skills (through a learning walk)

Example process:

Learning walk 1		CPD session 1		Learning walk 2		CPD sesssion 2		Learning walk 3
• ILT identify that teachers aren't consistently checking for understanding of all students (Top 10 #5)	→	• ILT use scripted Top 10 #5 manual	→	• ILT identifies some improvement, but teachers are still not engaging all students	→	• ILT creates bespoke session to focus on engaging all learners when checking for understanding	→	• ILT identify that all teachers are now checking for understanding of all students, and choose a new focus area for the next CPD

Lesson observations

What is a lesson observation session? Lesson observations at PEAS are a formative activity focussed on helping teachers improve. They involve visiting a teacher's classroom and observing an entire lesson. Teachers are not scored during lesson observations.

Purpose? To support teachers to embed new Top 10 practices and strategies into their everyday classroom practice by observing them putting new skills into action and providing feedback on how to improve further.

Who does it involve? Two observations should be conducted by a member of the ILT each term; one should be led by another teacher in a <u>peer observation</u>; all teachers should receive observations, including the ILT.

Frequency? Three observations should be conducted per term, after every CPD session. Observations should be organised and set up at the end of each CPD session. Use the <u>Observation Rota Template</u> on page 280 to keep track of planned observations and whether they have taken place.

Tools: <u>Lesson Observation and Learning Walk Matrix</u> (page 260), <u>PEAS observation rota</u> (page, 280), <u>Lesson Observation Tools</u> (page 254)

Note: feedback and action planning are a critical component of observations. All observations should be followed by feedback and action planning to make sure they are effective. The next section provides more information on PEAS approach to observation feedback.

Scoring lesson observations as a measure of teacher performance is unreliable, implying that only those with lower scores need improvement while those with high scores have mastered their practice. All teachers, regardless of their expertise or experience, can benefit from continuous learning. That's why observers do not score teachers. Instead, they provide specific feedback on a part of the lesson, encouraging development by promoting reflection and supporting teachers to identify their own areas for development.

Termly Observation Cycle:

TERMLY OBSERVATION CYCLE		
Observation	Observer	Procedure
1	ILT	The ILT observe a lesson using PEAS Lesson Observation Tool and gives feedback on the most recent Top 10 teaching practice taught in the previous CPD session. The teacher and observe agree an action step.
2	Peer observation	Two subject teachers co-plan, co observe and give feedback on how they apply the most recent Top 10 teaching practice in the classroom.
3	ILT	The ILT observe a lesson using PEAS Lesson Observation Tool and gives feedback on the most recent Top 10 teaching practice taught in the previous CPD session. The teacher and observe agree an action step.

The ILT Leveraged Observation and Feedback Model
1. Observer **observes** the teacher's lesson
2. While observing, the teacher will **write** on the Lesson Observation Tool for Observers areas in which the teacher is performing well, and where they can probe teachers in areas of potential development.
3. The observer will **give feedback** to the teacher, and use the leveraged feedback model to prompt teacher reflection. The guidance for the feedback discussion will be the 'lesson observation tool for observers'.
4. During the feedback discussion, the teacher should complete the 'lesson observation feedback tool for teachers'. They will keep this for their own records.
5. Teachers take their **observation feedback forms to their next CPD session** so they can reflect and share with colleagues their learning from their Top 10 action step.

The Peer Leveraged Observation and Feedback Model
The PEAS peer-observation gives teachers the chance to discuss challenges and successes of implementing the Top 10 with colleagues, and to share ideas and expertise among teachers. Furthermore, by creating an opportunity to learn from one another and give constructive feedback to their peers, it is building a community of learning in the school where classrooms are open and there is an openness to improving impact.

PEAS PEER-OBSERVATION CYCLE	
Stage	**Content**
Co-planning	Teachers meet with another teacher from their subject group to **co-plan their observation lesson**, which is focussed on the most recent Top 10.
Observation	Teachers **set up a time** to observe each other's lesson. During the observation the observing teacher should focus on the **most recent Top 10 teaching Strategies** learnt in the CPD sessions. The observer should take notes on the learners and learning, but not focus on the teacher. They should write their feedback into the <u>Lesson Observation Feedback Pro-forma for Teachers</u>. The observer should write down: • **Two areas** that **went well** in the lesson (in the What When Well box) • **One area** that could **improve** learning (in the Action Step box)
Feedback	Teachers should arrange to give feedback to each other **in person** as soon as possible after the lesson. The observer should ensure that their feedback is **focused on the learners and their learning, not the teachers.** For example, Your instructions were not clear **X** The learners did not understand the instructions ✓ Your group activity was ineffective **X** The group work activity did not benefit learning at that stage of the lesson ✓ The observer should provide their written feedback on the <u>Lesson Observation Feedback Pro-forma for Teachers</u> and give it to the teacher at the end of the feedback session.
Reflection	The observed teacher should bring their feedback on the <u>Observation Feedback Pro-forma for Teachers</u> to the next CPD session to share their reflections with colleagues

Leveraged feedback model and action steps

What is the leveraged feedback model and action steps? PEAS leveraged feedback model is focussed on a discussion with the teacher rather than directive. It enables the teacher to focus on, and master, a single area for improvement before moving onto other areas. Ideas should come from the teacher as much as possible; the role of the observer is to prompt and guide. This gives the teacher ownership of their professional development and encourages a habit of self-reflection. More information on PEAS leveraged feedback model can be found below.

Purpose? To provide teachers with feedback following observations, and supporting them to create action steps to progress their classroom practice.

Who does it involve? The observer (ILT or peer) and the teacher observed

Frequency? 3 feedback sessions should take place each term straight after a lesson observation.

Tools: PEAS Leveraged Feedback Guidance (page 270).

> **Did you know?**
>
> The PEAS leveraged observation feedback model has been developed from Paul Bambrick-Santoyo's thinking in his book 'Leverage Leadership'. According to Bambrick-Santoyo, a lever should be something that has a small input but will lead to a large output. The key idea is that using an appropriate 'lever' will lead to the best outcome for learners'

PEAS Leveraged Feedback Model

The PEAS leveraged observation feedback model is comprised of **5 stages: praise; probe; action step; practice; plan ahead.** These stages are all interlinked and use evidence gained during observation.

PEAS Leverage Observation and Feedback Model		
Step		**Content**
1	**Praise**	**Description**: The observer focuses on a single, specific episode that was successful (ideally related to a previous feedback session's action step or CPD session) **Purpose**: To start positively and recognize where the teacher is making good progress, before discussing things to improve. **What to say:** Last time we set a goal of _____ and I noticed in my most recent observation how you [met goal] by [state concrete positive actions teachers took]. What made you successful? How did it feel?
2	**Probe**	**Description:** This is a discussion to identifying the focus and rationale for the next action step. The observer begins by asking about the purpose of that phase of the lesson; with the teacher, she identifies how the teacher's and students' actions met that aim and what the problem was. **Purpose**: To encourage the teacher to reflect on a specific area of the lesson and find out how they think it could be improved, with the observers' guidance and ideas. The observer should draw out ideas with careful questioning. **What to say:** Choose a specific area of focus from the last CPD session. How did you use _____ to increase students' understanding and mastery of the lesson?
3	**Action Step**	**Description**: This discussion is to identify and agree what the teacher will change. This should be the most powerful 'lever' (clear instructions, for example, make many other things possible, such as checking students have understood and are following them). The action step must be clear, measurable and bite sized. The action step should be directly related to improving student outcomes and developed from the PEAS Top 10. **Purpose**: To find small areas of a teacher's practice for them to focus on that will improve learning. Taking small, manageable steps means teachers are more likely to make changes and stick to them over time. If lots needs to be changed, this can be dealt with in subsequent observations and feedback so that teachers are not overloaded. *The teacher should be supported to identify the problem and action step. Start at level 1, only if they are struggling to do this do you move up each level.*

		What to say:
		Level 1 (Teacher-driven)—Teacher self-identifies the problem: Yes. What, then, would be the best action step to address that problem? **Level 2 (More support)—Ask additional questions:** How did you attempt to make _____ [choose purpose of focus area, Questioning, Feedback] effective? **Level 3 (More guidance from observer)—Present classroom data:** Do you remember what happened in class when ___? [Teacher then identifies what happened], What did that do to the class/learning? Why did happen? What could you do to address that? **Level 4 (Observer-driven; only when other levels fail)—State the problem directly:** [State what you think the action step should be and why]

4	Practice	This stage involves three steps:
		• **Demonstration**: Demonstrate to the teacher how to implement their action step. E.g., if the teacher's action step is about classroom monitoring, the observer could physically walk around an empty classroom with a teacher to demonstrate effective classroom monitoring as an exemplar model.
		• **Deliberate practice**: The teacher practices this action. Then the observer gives feedback on how this strategy could be improved. If time allows, engage in repeated rounds of deliberate practice until the teacher is more secure and confident in delivery.
		• **Co-Planning:** Support the teacher to write this practice in a lesson plan for their next lesson. This can be achieved by co-planning a section or an entire lesson. The teacher should be doing the thinking and the ILT asking precise questions. For example:
		   o *I like your suggestion of a Think, Pair, Share activity in this lesson. What question would you ask? What are pupils going to do in this section of the lesson?*
		   o *What are you going to do at this point in the lesson?*
		   o *Which pupils/group might need more support in accessing this task and how would you provide this support?'*

5	Plan Ahead	**Description:** Decide with the teacher how they will embed this in the next few lessons and if appropriate when they will next be observed. **Purpose**: To encourage the teacher to trial the action step in follow up lessons. They leave the feedback session with a clear understanding of the problem and how they will apply it in their next lessons. **What to say:** Where would be a good place to implement this in your upcoming lessons? Let's write out the steps into your [lesson plan, worksheet/activity, instruction etc.]

INDUCTING NEW TEACHERS INTO THE TOP 10 TEACHING PRACTICES

When new teachers join a PEAS school, it's essential that they receive structured support to help them understand PEAS' approach to delivering high quality lessons. This will also allow them to engage actively in CPD sessions and feel confident using the Top 10 language. All new teachers should also be inducted on PEAS child protection and safeguarding policies and approaches.

Induction activities:

The ILT should set up the following activities for all new teachers joining a PEAS school. Most activities should last for at least 1 term; however, these might be extended if the ILT and mentor feel like continued close support is needed.

The ILT should regularly monitor that these activities are taking place, and keep a record of progress.

Activity	What it should look like	When should it happen
Assign a mentor	• All new teachers should be partnered with a more experienced teacher who has demonstrated strengths in the Top 10 teaching practices. • This could be a member of the ILT, or another teacher in the school who the ILT identify will be well placed to support.	Before a new teacher joins, identify a mentor and ensure they are comfortable taking on the role.
Intensive Top 10 training	• All new teachers should receive training across all the Top 10 when they join a PEAS school	As soon as possible after joining a PEAS school (within the first two weeks)
Weekly reflection discussions	• Discussion between mentor and new teacher on reflections of key successes and challenges of the week • Problem solving any challenges • Share feedback from observations or shadowing (see below)	Once a week for 1 term
Shadowing	• New teacher to shadow and observe mentor delivering lessons	At least once a week for 1 term
Observation and feedback	• Mentor to observe new teacher's classroom practice	At least once a week for 1 term

OVERVIEW OF THE TOP 10 TEACHING STRATEGIES

Top 10 Manual	Teaching Strategy	Explanation
#1 Lessons are planned around a consistent structure	I do, We do, You do	I do, We do, You do is a method of teaching that incorporates the findings about Cognitive Load Theory - with the gradual release of responsibility to students so they can work independently.
#2 Lessons begin with a written starter that reviews previous learning	Quick fire quiz	The teacher writes a series of pre-prepared questions on the board. Learners are given a time limit to answer the questions independently in their notebooks.
	Gap Fill	The teacher prepares a text or a resource with missing information. The students generate answers for the gaps.
	If this is the answer, what is the question?	The teacher writes a series of pre-prepared answers on the board. The learners need to write the questions that fit with the answers on the board.
	Ranking statements in a Diamond 9	Students are given 9 statements in relation to a specific topic. They rank each statement according to importance.
#3 Lessons provide regular and extended opportunities for independent practice	Success Criteria	The teachers provide a "success criteria" which includes the key aspects that need to be included in a successful answer
	Stretch activities	The teacher sets high performing students with extended challenge questions and give them the role of "student teacher".
	Intentional Monitoring	Whilst students are completing an independent task, the teacher circulates the classroom, monitoring, collecting and responding to student data in real time.
	Effective Marking	Marking is one of the most effective ways to improve progress and guide students during their independent practice. The focus of this practice is on self-assessment, live marking and written feedback.
#4 Ask questions and involve all learners in answering	Eliciting	Eliciting is a questioning technique which asks learners to provide information rather than the teacher giving the information to students directly.
	Instruction-Checking Questions	After the teacher has given instructions, they need to check learners have understood them. They use ICQs to ask students specific questions linked to the instructions.
	Cold Calling	No hands up! The teacher asks a question to the whole class, gives every student time to think about the answer. Then, the teacher selects a specific student to respond based on their knowledge of the class.

	No-Opt Out	If a student or several students get an answer wrong or say *I don't know,* move to other students or provide the correct answer. But then return to those students and give them a chance to say the correct answer.
	Think-Pair-Share	Ask a question to the whole class. Give 1 minute for students to think independently about the answer, 2 minutes to discuss in pairs, and 4 minutes to share responses as a class.
	Whole Class Response	The teacher asks a question and the whole class responds at the same time; students write the answers a show them; students show fingers to correspond to multiple choice questions; students show thumbs up or down
	Probing	Teachers ask repeated questions to probe students' understanding.
#5 Before moving on, check for understanding of all students	Heads Down, Hands up	Students put their heads on their desk and close their eyes. The teacher reads out statements, and the students raise their hand or put their thumbs up if they agree.
	Hinge questions	The teacher writes a question on the board with multiple choice answers. At the same time, students raise one, two or free fingers to show which they think is correct.
	Multiple Choice Quiz	Multiple-choice questions are used to give students options for answering a question.
	Exit Tickets	Exit tickets can be adapted according to the lesson, content and learning outcomes. They are usually a set of questions or reflections students need to answer before they are allowed to "exit" the classroom
#6 Adapt teaching to the level of all students based on regular assessments	Planning for mistakes	The teacher plans ahead of their lesson what students are likely to get wrong or misunderstand and what they might do to support students who have misconceptions.
	Reteaching to overcome an obstacle	The teacher re-teaches key content more effectively by considering the key obstacles to student learning
	Stretching and Challenging	Challenging students through questioning, task setting, feedback, and group work
	D.I.R.T	Directed improvement reflection Time: students acting upon the written feedback the teacher has given following independent practice.
#7 New teaching content is presented in small steps, and students are provided with relevant teaching aids	Worked examples & Model Answers	Pre-prepared answer or example written on the board which demonstrates to students what a successful answer looks like
	Sentence starters	Students are given semi-completed pieces of work and are asked to complete it on their own
	Pre-teaching	The teacher breaks down new information into smaller steps by supporting students to develop knowledge or skills before the topic is taught.
	Writing Frames	Teachers can simplify a complex task by providing students with clear step-by-step instructions of what to do.

#8 Integrate effective pair/group work (where appropriate) to drive collaboration	Think-pair-share	Think-Pair-Share is a strategy which may be used by a teacher to integrate effective pair work and drive collaboration. Students think independently for 1 minute, then share their thoughts with a partner for 2 minutes. The teacher then cold calls on pairs to share their responses for 4 minutes.
	Turn and Talk	Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.
	Simple jigsaw	This cooperative learning activity allows individuals or small groups to become responsible for a subcategory of a larger topic. After researching and developing their idea, each individual or small group then has the responsibility to teach it to the rest of the group or class.
	Structuring collaborative work	A checklist for teachers to work through to decide when group/pair work is effective and how to effectively preparer and deliver group/pair work. This includes designing the group activity, introducing it to the class, monitoring the class, and providing feedback
#9 Recognising all students' efforts and mistakes as part of the learning process	Expecting Errors	The teacher acknowledges that students are likely to make mistakes and they can predict what these might be
	Withholding an answer	Withholding an answer is when the teacher does not immediately give the right answer to the first student response. The teacher holds off on the right answer and allows multiple students to respond with what they thought
	Managing the expression	Managing the expression refers to the teacher not giving away the answer with their actions or facial expression.
	Praising risk-taking	Praising risk-taking is all about the language we use in the classroom and about encouraging students to participate. The teacher praises when students make an effort to answer, even if it isn't right.
#10 The classroom culture is positive and respectful, and teachers routinely praise students	Praise actions, not traits	This is about focusing praise on specific examples of student effort and accomplishment. This type of praise highlights students' behaviour rather than ability which motivates them. It also makes other students believe that their efforts can help them progress.
	Precise praise vs acknowledgement	Precise praise not only reinforces positive behaviour, but also helps to let the student or class know exactly what it is that they did well, which helps them to repeat or aim for that behaviour in future.
	Non-verbal praise routines	Embedding non-verbal praise routines, such as snaps or smiling, in your classroom can help to create a positive and fun classroom culture, where students feel more engaged in learning and keen to participate.
	100% compliance	The aim of 100% is to ensure that the entire class of students is attentive to what the teacher is saying and compliant with their instructions at all times. The teacher does not move on to the next activity or sentence until the entire class is attentive and compliant.

Section 2: Scripted Manuals

Top 10: Meaningful Lesson Planning

CONTENTS

Meaningful Lesson Planning using PEAS' Lesson Plan Template

Time: 2 hours
Session Overview

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

In this session, teachers will learn the fundamentals of lesson planning: why it is important, how it helps teachers to support their students, and how to do it effectively and efficiently. It is not a specific Top 10 Teaching Practice, but a skill that is necessary for the delivery of great lessons using the Top 10. Teachers will critically review sample PEAS Lesson Plans, and use the skills and knowledge gained during session to plan a student-centred, gender-responsive lesson using PEAS Lesson Planning Template. They will then review another teacher's Lesson Plan against three success criteria and provide constructive feedback.

Learning Outcomes:
By the end of the session, teachers will be able to:
- Understand why lesson planning is important, and how it can support teachers to deliver great lessons using the PEAS Top 10 Teaching Practices.
- Understand how to effectively plan a lesson using the PEAS Lesson Plan Template.
- Develop a learner-centred, gender-responsive lesson plan for an upcoming lesson.

 Modelling Box:

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **2 specific strategies Write-Pair-Share** (page 22), **Turn and Talk** (page 24), **Stretch Activity** (page 26) and **Intentional Monitoring** (page 27).

When you see the modelling symbol ( ), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Learning outcome	Review the Learning Outcomes	Learning outcomes written on the board	2
	1.2. Starter Activity	Write-Pair-Share	Notebooks	8
	1.3. Lead in Activity	Effective lesson planning	Board work	20
2) THE MAIN IDEA	2.1. Gender-responsive, student-centred lesson planning	How well do you know your students?		10
	2.2. If this is the answer, what is the question?	How to use PEAS' Lesson Plan template	Lesson Plan Templates	20
3) PRACTICE LAB	3.1. Lesson Plan Samples	Reviewing Lesson Plan Samples	Lesson Plan Samples	20
	3.1. Writing a lesson plan	Developing a lesson plan for an upcoming lesson	Lesson Plan Template	20
4) DEBRIEF	4.1. Feedback	Pairs give feedback on Lesson Plans using 3 criteria		5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials:	Preparation Checklist:
✓ PEAS lesson plan template with annotations (enough for 1 between 2). ✓ PEAS lesson plan template (enough for 1 per teacher) ✓ PEAS Lesson Plan Samples (enough for 1 between 2).	✓ Carefully read the facilitators notes ✓ Read the instructions in each modelling box ✓ Read the appendices, including all annotations, and ensure you have a strong understanding of PEAS' Lesson Plan Template. ✓ Clearly display the Learning outcomes in the corner of the board or manila paper ✓ Print relevant materials (as listed in column to left)

 Link to PEAS Top 10 for Teachers

Top 10 No.1: Lessons are planned around a consistent structure (Starters, LOs, I do, We do, You do, Plenary)

🔗 **Link to lesson observation matrix: PLANNING AND PREPARATION >** *1.2 The main activity has been planned around I do / We do / You do gradual release model.*

Step 1: Introduction (30 minutes)

1.1 Learning outcomes (2 minutes)
- **Write** the learning outcomes in the corner of the board or on the flip chart paper before the session begins.
- Go through each Learning Outcome, ensuring that teachers understand.

1.2 Starter Activity – Write-Pair-Share (8 minutes)

> 💡 **Modelling Box:** **Write-Pair-Share**
>
> Write-Pair-Share is a collaborative learning strategy in which learners work together to solve a problem or answer a question. This technique requires learners to (1) think and write individually about a topic or answer to a question; (2) share ideas with a partner, and (3) share ideas with other classmates.

- 💡**Say:** Lesson Planning requires preparation, and teachers need to come to the lesson planning process with information. For this starter activity, I want you to write down the first 3 things you think of before planning a lesson. I am going to model **Write-Pair-Share**, a collaborative learning strategy where learners work together to answer a question.
- **Say:** You have 3 minutes to write down 3 things.
- **Say** you have 3 minutes to discuss your reflections in pairs.
- After 6 minutes is up, **cold call** on 2-3 pairs to reflect on their discussions (4 minutes of sharing time).
- **Write** down the points teachers shared on the board as they will be reflected upon in the next activity.

1.3 Lead in activity: Effective lesson planning (20 minutes)
- **Say:** A lesson plan is your road map of how to make the teaching and learning process effective. A successful lesson plan addresses and integrates 3 key components:
    1. Outcomes for student learning.
    2. Teaching and learning activities.
    3. Strategies to check student understanding regularly.
- **Draw** the diagram below on the board or manila paper, including Step 1 in the top box (which has been purposefully left blank.)
- **Ask** teachers to look at the points written on the board from the Starter Activity in 1.2. Compare this information to the steps on the diagram. If teachers shared answers relating to Step 1 (Who are my students and what do they know?) highlight that they have raised important points that you will come to later in the session.
- **Say:**
    - *(point at the blank box)* **Step 1:** It's currently blank, but we'll come to this important step later in the session.

- o *(point at the box)* **Step 2:** Identify the objectives for student learning. This will help you to determine the kinds of activities and Top 10 teaching practices to use for that lesson.
- o *(point at the box)* **Step 3:** Plan the teaching and learning activities that will help deliver the content and engage your students in the learning process.
- o *(point at the box)* **Step 4:** Having decided the activities, you can then decide how you will check whether the learning objectives have been accomplished.

Step 1:		
Step 2: What do I want my students to know by the end of the lesson?	Step 3: What teaching and learning activities will I use?	Step 4: How will I check for understanding?

- **Read:** Effective lesson planning is vital to:
  - o Help you set goals and reflect on outcomes so you can improve your teaching and assess your students.
  - o Increase student engagement through a range of activities & teaching strategies.
  - o Help you to manage your time effectively and focus on your students.
  - o Help you to meet the varied needs of all learners.
  - o Deliver the lesson with structure, so that students have clear direction.
  - o Record teaching, allowing you to reflect on what you have taught.
- **Say**: Listen as I read the scenario about lesson planning. With your partner, decide what the teacher does well, or could do better in relation to the 3 key components of effective lesson planning that are included in the diagram so far (learning outcomes; teaching and learning practices; and checking student understanding).

Scenario 1:

A PEAS teacher is planning a lesson. She thinks about where the lesson fits within a longer sequence of lessons she will teach on that topic this term. She asks herself the question "What am I teaching my students?" She checks the Scheme of Work, and then writes 3 Learning Outcomes onto the Lesson Plan template. She knows what she will teach her students, and she asks herself "How will I teach it?". Now she writes down the Top 10 Teaching Strategies and activities she will use to engage students in their learning, including simple jigsaw and Diamond 9. She isn't sure of the abilities of her students, so she will just mark students' books after the lesson rather than during the lesson. She doesn't have time to think about the homework, so asks students to complete their classwork for homework.

- **Give** pairs 3 minutes to discuss the scenario, and then cold call on 2-3 pairs to share their reflections on the scenario.
- **Share the answers**:
  - o *What went well:* The teacher asks herself "What am I teaching students? And "How will I teach it? She aligns the Learning Outcomes to the schemes of work, and identifies 2 Top 10 strategies she will use to engage her students in the lesson content (Simple

Jigsaw & Diamond 9). She will mark students' books after the lesson has finished to understand whether they achieved the learning outcomes.

- o *What could be improved*: The teacher does not ask the question, "How will I check for understanding?" Although the teacher will look at students' books to understand if they have achieved the learning outcomes, she will only do this *after* the lesson has finished. Therefore, she will not have any information about students' progress *during* the lesson. This means she might find out after the lesson that her learning outcomes were not achieved, and she might need to re-teach the lesson. This will disrupt her planned progress against the Scheme of Work. The teacher has failed to prepare any homework, and the completion of classwork for homework will not benefit all students.
- **Say:** It's clear that the teacher in the scenario has not considered who her students are, what their learning needs are and what they already know. This is vital to plan a gender-responsive lesson that *responds* to the needs of the learners in the classroom. That's why no two lesson plans will look the same. Even if you are teaching the same lesson with the same learning outcomes to two different classes, the students you are teaching it to will be different; have different backgrounds, different interests, and different abilities. Next, we will focus on the importance of putting your students at the centre of your lesson planning.

👨‍👩 To make a lesson plan effective, teachers must start by considering the **differences in learning needs due to students' different abilities, backgrounds and learning needs**. A gender responsive lesson plan takes into consideration the specific needs and gender considerations of girls and boys in all the teaching and learning processes.

Step 2: The Main Idea (30 minutes)

2.1 Student-centred and gender-responsive lesson planning: How well do you know your students? (10 minutes)

> 💡 **Modelling Box: Turn and Talk**
>
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- **Say:** The PEAS Top 10 Teaching Practices have been designed to be student-centred. When teachers deliver student-centred lessons, they are gender-responsive. This means that they are putting the needs of students first, they understand students' specific learning needs and adapt their classroom teaching to ensure it is inclusive of all learners: girls and boys; fast- and slower-paced learners; learners with disabilities and learning needs etc. In inclusive classrooms, all students can participate and are supported to reach their full potential.
- **Say**: Student-centred lesson plans begin with the end in mind. They focus on the needs of each student, the learning outcomes you want them to achieve, how you will support them to reach these, and how they will assess if they have.

- **Say:** Choose one class that you find challenging to teach. Now, write down the names of 2 girls and 2 boys in that class (if teachers are new, they can think of a class they used to teach, or make up an imaginary class).
- **Write** down these questions on the board, and then ask teachers to write down answers to these questions for each of the 4 students:
    1. What are your learners' interests?
    2. How do your learners' like to learn?
    3. What barriers do your learners' face in the classroom or at school?
    4. Are your learners' fast or slower-paced?
    5. Do your learners' feel free to participate in the lesson? How do you know?
- **Give** teachers 5 minutes to answer these questions for all 6 students. Ask teachers to alternate between answering for a boy and then a girl, in case they are not able to complete all students on their list in the time allocated.
- 🔅**After** 5 minutes, ask them to get into pairs and **Turn and Talk** through the following questions:
    a) Were you able to answer all the questions for all students?
    b) Which questions did you find the hardest to answer?
    c) Do you think it's important to know the answers to these questions, if so why?
- **Cold call** on 3-4 pairs to share their reflections, if they feel comfortable doing so.
- **Return** to the diagram on the board, or redraw it. Now add Step 1, writing in the box "*Who are my students and what do they already know*?". Remind teachers that this is the **most important question** that should be considered at every step.

Step 1: Who are my students and what do they already know?

Step 2: What do I want my students to know by the end of the lesson? ⇨ Step 3: What teaching and learning activities will I use? ⇨ Step 4: How will I check for understanding?

2.2 How to use the PEAS Lesson Plan Template (20 minutes)
- **Put** teachers into small groups (mix up men and women, experience level, and subject teachers).
- **Hand out** 1 Lesson Plan Template (page 30) to each group of teachers.
- **Ask** teachers to annotate each section on the PEAS Lesson Plan Template to show how they relate to the 4 Steps discussed at the start of the lesson (return to the diagram on the board)
    1) Which sections relate to which step?
    2) Are there any sections that relate to more than one step?
    3) Which sections can you use to ensure your lesson is learner centred and gender-responsive?
    4) **Stretch Activity**: How can you use these sections to make your lesson learner-centred and gender-responsive?
- **Talk through** the annotations on the template in Appendix 2 (10 minutes)

Step 3: Practice Lab (40 minutes)

3.1 Reviewing Sample PEAS Lesson Plans (20 minutes)

> ⚙ **Modelling Box: Stretch Activity**
>
> Set faster-paced students a stretch activity to ensure they spend all lesson actively learning. This could be textbook questions or pre-prepared challenge questions which push learners to explain further or be critical of their own thinking, rather than repeating more of the same questions. When students complete a stretch activity, they must write "Stretch" in their books so the teacher can see those that are stretching themselves.

- **Ask** teachers to mix up groupings, and hand out the sample lesson plans to each group.
- ⚙ **Say:** I am going to model using **stretch activities**. This is a key teaching technique for Top 10 #3. It also crosses over with Top 10 #6 because it is about adapting teaching to the needs of the students. A 'stretch activity' is when the teacher asks those who finish first / or the higher performing students to extend their thinking even further rather than sit and wait for others to complete the task.
- **Say:** You will spend 10 minutes reading the sample lesson plans.
- **Say**: For each lesson plan, answer the following questions. Once you have finished the 3 questions, move onto the stretch activity.
- **Write** the questions below (including the stretch activity) on the board.
    1) Does the teacher know their students and their needs?
    2) What does the teacher want students to learn?
    3) What teaching and learning activities will the teacher use?
    4) How will the teacher check for understanding of all the students in their classroom?
    5) **Stretch Activity**: Which lesson plan is more gender-responsive and student-centred? Explain why you chose this sample, using examples and evidence.
- **Intentionally monitor** the teachers, identifying which groups are completing the stretch activity and can be called on later when providing their responses.
- After 10 minutes is up, bring the group together to feedback. Spend the next 10 minutes discussing the samples. **Cold call** on groups to share their responses for each question. Use the answers below to structure your feedback.
- **Sample 1:**
    1. *Does the teacher know their students?* – Yes. The teacher has listed fast- and slower-paced learners, and identified specific activities that will support these learners. The teacher also identified that Misozi needs extra support, and will provide sentence starters.
    2. *What does the teacher want students to learn?* – To understand urbanisation; how push and pull factors lead to urbanisation and the impact of urbanisation.
    3. *What teaching and learning activities will the teacher use?* – Cold calling, Think-Pair-Share, Heads Down, Hands Up, Intentional monitoring, stretch activities writing frame, probing questions.
    4. *How will the teacher check for understanding of all the students in their classroom*? Cold calling, think-pair-share, heads down, hands up, and intentional monitoring.
- **Sample 2:**
    1. *Does the teacher know their students?* No. The teacher has identified one student, but not identified whether Sarah is a fast or slower-paced learner. The teacher has written broad

strategies to support learners with different needs, but has not identified how slower-paced learners will be supported during the lesson itself.

2. *What does the teacher want students to learn?* Understand the meaning of probability; and determine the outcome of an experiment.
3. *What teaching and learning activities will the teacher use?* – Quick fire quiz, cold calling, exit ticket,
4. *How will the teacher check for understanding of all the students in their classroom?* Quick fire quiz at the start and exit ticket at the end. The teacher doesn't use many strategies to check understanding throughout the lesson itself.

- Now turn to the stretch, remembering those teachers who completed it earlier. Cold call on these teachers, asking which lesson plan is more student-centred and gender-responsive?
- **Say:** Both Samples include a variety of Top 10 Teaching Strategies and demonstrate student-centred rather than teacher-centred learning. However, Sample 1 shows a teacher who has a strong knowledge of their students' needs and abilities. Throughout the lesson plan and in every activity the teacher identifies how they will support slow and faster paced learners. In Sample 2, however, the teacher has not identified many students they need to support and there is little recognition of these students' needs in the teaching and learning activities.

3.2 Developing a Lesson Plan for an upcoming lesson (20 minutes)

> ☀ **Modelling Box: Intentional Monitoring**
>
> Whilst students are completing an independent task, the teachers circulate the classroom, monitoring, collecting, and responding to student data in real time. The teacher will check each student's notebook against a success criterion or an exemplar piece of work that they have prepared before the lesson.

- **Say**: Now you are going to practice creating your own student-centred, gender-responsive lesson plan. Think of a lesson that you are going to teach next week. Return to the three questions we asked at the beginning, and on a notepad write down your answers:
  1. Who are my students and what do they already know?
  2. What do I want my students to know by the end of the lesson?
  3. What Top 10 Teaching Practices and activities will I use?
  4. How will I check for student understanding?
- **Ask** teachers to return to their Lesson Plan Templates given to them earlier (or if these ones are written on, then **hand out new sheets** to every teacher).
- **Say**: You have **20 minutes** to complete your lesson plan. Remember to use Top 10 Teaching Practices where possible, and to think very carefully about who your students are.
- ☀ **Say**: While you are completing your lesson plans, I will model a Top 10 Teaching Practice called **intentional monitoring.** I will circulate the room and provide purposeful feedback to all teachers in the room. I will circulate, monitor, collect and respond to data in real time.
- While **intentionally monitoring** teachers, you should check that:
  o Teachers have filled in all boxes, particularly those that are starred (*)
  o Teachers have named specific Top 10 Teaching Strategies they will use throughout to involve all learners in the lesson.
  o Teachers have named specific learners who needs additional support, and the strategies they will use to support fast and slower-paced learners.

- o Teachers have named specific strategies they will use to check understanding of all students in their classroom.
        - o Check that Lesson Plans are student-centred and gender-responsive.
- After 20 minutes has finished, ask teachers to come back together.

Step 4: Debrief (10 minutes)

- **Praise** Teachers for their hard work developing their lesson plans using the template.
- **Ask** teachers to get into pairs (ideally mixed between genders, subjects and experience level)
- **Say:** Now you have finished your lesson plans, you will switch with a pair. Your partner will spend 5 minutes reading through your lesson plan, and answer the 5 questions in their notebooks:
    1. What does the teacher know about their students?
    2. What does the teacher want students to know by the end of the lesson?
    3. What Top 10 Teaching Practices and activities will they use?
    4. How will they check for understanding?
- After 5 minutes, stop the teachers and ask each person to spend 1 minute giving feedback to their partner.

Step 5: Observation Set Up (5 minute)

5.1 Observation Instructions (5 minutes)

- **Say:**
    - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you **follow the 4 stages of lesson planning** in your lesson plan.
    - o This means you must prepare a lesson for your observer to see.
    - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
    - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
    - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
    - o The 2nd observation will be a peer observation .
    - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - o **IF ILT OBSERVATION:** Say: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - o **IF PEER OBSERVATION: say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
        - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.

- ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy. They do not need to observe the whole lesson, only 20 minutes.
- ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
- ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Key Information for the Facilitator:

This Training Manual for Effective Lesson Planning has been designed following a review of lesson planning and classroom teaching in PEAS schools. The review highlighted that Lesson Planning is a **consistent** practice across all PEAS schools, but in many cases, is **not meaningful and doesn't support teachers to deliver high-quality, gender-responsive lessons** focused on the Top 10 Teaching Practices. Lesson Plans were often identical, despite being used for different classes and different subjects, and often included very little detail about how they would support students with different learning needs or check student understanding. For example, when asked how teachers would support learners with additional needs, teachers indicated that they would do remedial with those students. And, when asked how they would assess learners, teachers indicated that they would ask questions.

No two lesson plans should be the same. This is because even if teachers are teaching the same lesson with the same learning outcomes, the students they are teaching it to will be different; have different backgrounds, different interests, and different abilities.

What is being asked of teachers is not necessarily to spend much more time completing their lesson plans, but being **more thoughtful** about how they are completing it. This requires **thinking about the students they are teaching**; what their interests are, what their barriers are, and how to support them. And it requires **thinking about a range of Top 10 Teaching Practices** that help students to deliver engaging lessons that involve all learners, and help teachers to check whether their students have understood the content.

The PEAS Lesson Plan Template has been designed to support teachers to deliver high-quality, student-centred and gender-responsive lessons using the Top 10 Teaching Practices. The template guides the teachers through the process of delivering **student-centred, gender-responsive lessons**, encouraging teachers to ask the questions: **Who am I teaching? What am I teaching? What teaching and learning activities will I use? How will I check student understanding?**

Appendix 1: Lesson Plan template

Note to the reviewer: Please check that starred boxes (*) have been completed with strategies from the Top 10.

Teachers' name:	Lesson context/rationale:
Date:	Previous lesson:
Subject:	
Duration	Next lesson:

Lesson Title:	Learning Outcomes:
Class:	
Girls enr: / Boys enr: / Girls' att: / Boys att:	

Key words:	*Assessment Strategies
Resources:	

*Which pupils need support?	*Which strategies will you use to challenge fast-paced learners?	*Which strategies will you use to support slower-paced learners?

Starter Activity		
Timings	Teacher actions	Pupil actions

Peas

I do		
Timings	**Teacher actions**	**Pupil actions**

We do		
Timings:	**Teacher Actions**	**Pupil Actions**

You do		
Timings	**Teacher Actions**	**Pupil Actions**

Plenary		
Timings	**Teacher actions**	**Pupil actions**

Homework Task

Teacher/Learner Evaluation

Peas

Appendix: 2 Lesson Plan template with annotations

Step 1: The teacher needs to know which students they'll be teaching and who has been absent.
Gender-responsive: This disaggregated data is important when planning a student-centred lesson, and considering how to group or pair students.

Step 1: Each class has different learners with different abilities, needs and backgrounds. The teacher must start by thinking *who* is in this class.
Gender-responsive: The classroom should be set up in a way that promotes interaction, and the equal participation of girls and boys.

Step 1: Thinking back to the previous lesson's content helps teachers to consider *what students already know.*
Step 2: Thinking about the context of the lesson, and upcoming lessons helps teachers to know *what they want their students to learn*.

Step 1: The teacher needs to create teaching aids with their students (and their needs) in mind.
Step 3: Teaching aids support the delivery of teaching and learning activities.
Gender-responsive: Review teaching aids to ensure that gender norms and stereotypes avoid being reinforced in the materials.

Step 2: The Learning Outcomes highlight what teachers want their students to know by the end of the

Teachers' name:		Lesson context/rationale:
Date:		Previous lesson:
Subject:		
Duration		Next lesson:
Lesson Title:		Learning Outcomes:
Class:		
Girls enr:	Boys enr:	
Girls' att:	Boys att:	
Key words:		Assessment Strategies
Resources:		
Which pupils need support?	*Which strategies will you use to challenge fast-paced learners?	*Which strategies will you use to support slower-paced learners?

Step 1: The teacher needs to know *who their students, and what they know,* to use assessment strategies that are inclusive, and the right level of challenge.
Step 4: The teacher writes down 2-4 strategies from the Top 10 that will help them to check that all students have understood the lesson content. For example, Cold calling; Think-Pair-Share; or Exit Tickets.
Gender Responsive: Checking student understanding helps to create inclusive classrooms.

Step 1: Teachers must identify *who they are teaching,* and *who* in their class is a faster-paced learner, a slower-paced learner, or a learner with specific needs.
Gender-responsive: This will help teachers create more inclusive classrooms where all learners feel confident to participate.

Step 1: Teachers need to know who their learners are to know if they are faster-paced.
Step 3: Faster-paced learners are likely to finish work faster than others, and need to be given activities that stretch them further.

Step 1: Teachers need to know *who* their learners are to know if they slower-paced.
Step 3: There are strategies that support slower-paced learners e.g. writing frames, sentence starters, model answers, or intentionally monitoring the class.
Gender-responsive: Slower-paced learners require support to help them to engage in the lesson and participate actively.

peas

Step 1: the teacher needs to know what their students already to know to create a starter activity that is inclusive of all learners.
Step 3: Starter Activity from the Top 10.
Step 4: The teacher should consider how they will check for understanding at the end of the activity.
Gender-Responsive: All students should be supported to participate in this activity.

Step 1: The teacher should consider *who* they are teaching, when planning activities that support all learners in the "we do".
Step 2: The teaching and learning activities should relate to the learning outcomes.
Step 3: Write the strategies they will use in the "We Do" part of the lesson. It is important the teachers use group work only when it has been carefully planned for.
Step 4: It is important to assess understanding at the end of the "we do" before moving on to the independent practice. This will help the teacher know who to provide support to.

Step 1: Teachers need to know their students to be able to set homework that is the right level of challenge so all can engage.
Gender-responsive: Homework should be inclusive of all learners; their needs, interests and abilities.

Step 1: The teacher should know who they are teaching to ensure the "I do" part of the lesson is relevant to students and pitched at the right level.
Step 3: The teacher should plan the teaching and learning strategies they will use to model new learning e.g. worked example, writing a model answer or completing an example on the board.

Step 1: The teacher should know *who they are teaching* to ensure that *all* students can work independently and are challenged.
Step 2: The teaching and learning activities should relate to the learning outcomes.
Step 3: The teacher should plan the teaching and learning strategies to engage and support learners in this stage of the lesson, e.g. stretch activities for faster paced learners or writing frames for slower-paced learners.
Step 4: Teachers should consider how they will check understanding after the task, before moving onto the plenary.

Step 3: The teacher should highlight which plenary activity they will use from the Top 10.
Step 4: The teacher should highlight which strategies they will use to check for understanding or clear up any misconceptions. E.g. Exit tickets.

Steps 1-4: Teachers should evaluate their lesson after they have delivered it. An evaluation might refer to the students' level of engagement, the trialling of a new Top 10 Teaching Practice, or any misconceptions or errors made that the teacher would need to be aware of next time they teach the class.

Starter Activity (Top 10 #2)		
Timings	Teacher actions	Pupil actions
I do (Top 10 #1)		
Timings	Teacher actions	Pupil actions
We do (Top 10 #8)		
Timings:	Teacher Actions	Pupil Actions
You do (Top 10 #3)		
Timings	Teacher Actions	Pupil Actions
Plenary		
Timings	Teacher actions	Pupil actions
Homework Task		
Teacher/Learner Evaluation		

Peas

Appendix 3: Sample lesson Plans

Note to the reviewer: Please check that starred boxes (*) have been completed with strategies from the Top 10.

Date: 11/09/23	**Lesson context/rationale:** 1/6
Teacher: Ms Banda	**Previous lesson:** Push and Pull Factors
Subject: Geography	**Next lesson:** Urbanization and World Population Distribution
Duration: 60 minutes	

Lesson Title: The impact of urbanisation	**Learning Outcomes:** -Be able to define urbanisation.
Class: 11E	-To understand how push and pull factors lead to urbanisation.
Girls enr: 26 **Girls' att:** 20 **Boys' enr:** 24 **Boys' att:** 23	-To explain the impact of urbanisation -To explain the impact of urbanisation

Keywords: Urbanisation; Push factor; Pull factor	***Assessment Strategies: How will you check *all* learners have understood?** Top 10 #4: Use cold calling to check understanding (calling on equal numbers of boys & girls). Top 10 #4: Think-Pair-Share Top 10 #5: Heads, Down, Hands up Top 10 #3: Intentional monitoring during independent work
Resources: Teaching aid with diagram of push and pull factors showing urbanisation.	

Which pupils need support? Fast: Patricia, Sarah, David Slower: Misozi; Mwangala; Osward.	***Which strategies will you use to challenge fast paced learners?** Stretch activities during the starter and independent activity.	***What strategies will you use to support slower paced learners?** Writing frame for the independent writing activity. Provide sentence starters for Misozi for each activity.

Starter Activity

Timings 5 mins	**Teacher actions** Write a list of push & pull factors on the board in a random order (conflict; employment opportunities; education; drought; better services; lack of safety; less crime; crop failure; poverty). Write a stretch activity on the board: How do push factors cause urbanisation? Check understanding through Heads down, Hands up.	**Student actions** Draw a table in notebook, and sort Push and Pull factors into the correct column. Complete stretch activity in books. Heads down, hands up.

I do

peas

Timings 15 mins	**Teacher actions**
	Think-Pair-Share: Write up a range of definitions on the board and ask students to decide on the most appropriate.
	    1. The process of converting rural areas into urban centres by constructing modern infrastructure.
	    2. The shift in economic activities from cities to rural areas, resulting in the decline of urban populations and growth of agricultural communities.
	    3. The process by which an increasing proportion of a country's population becomes concentrated in towns and cities, often leading to the growth and expansion of urban areas.
	    4. The intentional movement of people from urban areas to rural regions in search of better employment opportunities.
	Cold call on students to share their answers, and probe students to ask them to justify their answers.
	Provide a clear explanation of urbanisation, linking it to students' context.
		Student actions
		In pairs, decide on the most appropriate definition for urbanisation.
		
		Be prepared to share answers in class.

We do		
Timings: 15 mins	**Teacher Actions** Draw table with "Benefits" and "Challenges" on either side. Put students into groups of 4 mixed by ability & gender. Give students 10 minutes to discuss and write down the pros & cons of urbanisation. Intentionally Monitor groups and provide support where necessary, encouraging both girls and boys Cold call on one individual per group to share their list (equal number of boys & girls), and write the correct answers on the board. Probe students to justify why they chose the benefits and challenges. Ask students to write the correct list in their books.	**Student Actions** Discuss in groups of 4 the benefits and challenges of urbanisation. One student per group share the list. Write the list into exercise book.
You do		
Timings 20 minutes	**Teacher actions** Write the question on the board "Urbanization is only good for a country's development." Evaluate this statement. Write a writing frame on the board for learners who need additional support. Write a stretch activity for faster learners who may finish early: What are the challenges of urbanisation, and how can they be managed? Give students 15 minutes to answer the main question. Intentional Monitor students throughout - Visit girls and give praise and acknowledgement. Visit slow learners and provide support with following the writing frame. Visit faster learners and challenge them to improve their answers. Reflect on students' work (5 mins) – Share what went well & what could be improved.	**Student actions** Answer the question on the board. Slower paced learners should use the writing frame. Faster paced learnings should complete the stretch activity once they've finished the main activity.

Peas

Plenary		
Timings 5 minutes	**Teacher actions** Heads Down, Hands up – Write up 5 true/false questions on to the board. 1. Urbanisation often leads to increased economic opportunities as cities tend to offer diverse job opportunities in various sectors (True) 2. Urbanisation can result in improved air quality and reduced pollution levels due to the implementation of strict environmental regulations in cities (False). 3. Urbanisation puts pressure on infrastructure and services, leading to issues like traffic congestion and inadequate housing (True). 4. Access to quality healthcare and education can be improved through urbanisation, as cities generally have better facilities and services in these areas (true). 5. Urbanisation tends to have a negative impact on cultural diversity and social interactions a people from different backgrounds become isolated in cities. (False). Ask students to put heads down, and show thumbs up/down if statements are true/false. If students answer incorrectly, plan to address this in the next lesson.	**Pupil actions** Read questions on the board. Put head down and show hands up/down.
Homework Task Research an example of urbanisation in Zambia. Find out which city people are moving to, and what are the benefits and challenges associated to this specific city.		
Teacher/Learner Evaluation		

Peas

Teacher's name: Mr. Zulu.	Lesson context/rationale: 2/3
Date: 23.02.24	Previous lesson: Introduction to Probability
	Next lesson: Demonstrate favourable and possible outcomes
Subject: Maths	
Duration: 60 minutes.	

Lesson Title: Determining outcomes of an experiment	Learning Outcomes:
	- Understand the meaning and importance of probability.
Class: 8B	- Be able to determine the outcome of an experiment.

Girls enr: 26	Boys' enr: 24	
Girls' att: 20	Boys' att: 23	

Key words	*Assessment Strategies: How will you check *all* learners have understood?
Probability	Top 10 #2: Quick fire quiz.
Resources:	Top 10 #4: Use cold calling to check understanding (calling on equal numbers of boys & girls).
Coin; Dice	Top 10 #5: Exit Ticket

Which pupils need support?	*Which strategies will you use to challenge fast paced learners?	*What strategies will you use to support slower paced learners?
Sarah	Ask more questions	Do remedial with after class.

Starter Activity		
Timings 5 mins	**Teacher actions** Quick fire quiz: Write 5 true/false questions on the board. 1. Probability is a measure of the certainty that a specific event will occur (false). 2. The probability of an event always falls between 0 and 1 (true) 3. If the probability of an event is 0, it means the event is impossible (True) 4. The probability of getting heads when tossing a fair coin is 0.5 (True) 5. The probability of two independent events both occurring is the sum of their individual probabilities (False). Ask students to put their heads on the desk. Go through each statement and ask students to raise their hands if they think it is True, and keep there hands down if they think it is false.	**Student actions** Answer true and false questions independently.
I do		

Timings 10 mins	Teacher actions On the whiteboard write a table with the columns: Flipping Heads; Outcome. Flip a coin 10x and write the outcome in the Outcome column. Calculate the probability by dividing the number of successful outcomes by the total number of trials. Ask students to talk in pairs about how pattern links to probability.	Student actions Talk to partner
We do		
Timings: 20 mins	Teacher Actions Divide the class into pairs and provide each pair with a coin or dice. Ask students to draw the same table writing either "Flipping tails" or "Rolling a 4" in the left-hand column. Students conduct experiment given to them and record the outcome. Repeat the experiment 20x times. Ask students to calculate the experimental probability for their chosen event.	Student Actions Conduct experiment in pairs. Write outcomes into table in notebook. Calculate probability.
You do		
Timings 20 minutes	Teacher actions Write the task on the board: Write a short paragraph explaining your findings. Did the experimental probability match your expectations? If not, why do you think there might be variations? Provide sentence starters for learners who need additional support. Reflect on students' work (5 mins) – Share what went well & what could be improved.	Student actions Answer the question on the board.
Plenary		
Timings 5 minutes	Teacher actions Exit Ticket: Write on the board the exit ticket question: Imagine you conducted an experiment where you rolled a fair six-sided die 20 times, and you got 4 sixes and 16 non-six outcomes. Calculate the experimental probability of rolling a six based on your results. Ask students to hand in exit tickets on their way out, check use this data to inform the planning of the next lesson.	Pupil actions Complete exit ticket and hand to teacher on way out.
Homework Task Ask students to decide their own probability experiment using something at home or school. Conduct the experiment and calculate the probability. Ask students to bring their results to the next class for further discussion.		
Teacher/Learner Evaluation		

peas

Top 10: Understanding Gender Responsive Pedagogy and the PEAS Top Ten

CONTENTS

Understanding Gender Responsive Pedagogy and the links to the PEAS Top Ten

Time: 2 hours

Session Overview

In this session teachers are introduced to Gender Responsive Pedagogy (GRP). This session is not a separate Top Ten Practice, but a theme that is central to all of the Top Ten skills. Please read the facilitators notes for first manual <u>before</u> delivering this training to teachers. As a new context, the facilitators notes will provide essential context and information to help you deliver and understand the session effectively. The Top Ten Practices have been designed to be learner-centred and gender-responsive. However, it's important that teachers understand <u>what </u>gender-responsive teaching is, so that they can ensure they implement these practices consistently to support boys and girls to fulfil their potential. The session will focus on the definition and importance of GRP, and highlight how every Top Ten skill can support gender responsive teaching. The session begins with a starter activity which will prepare teachers for the main part of the session, while also modelling best practice to teachers.

The main learning in the session is that GRP cuts across all of the Top Ten, and every teacher can support gender equity by practicing and mastering the Top Ten. The session begins with *I do;* the teacher **modelling of new information.** This is followed by *We do* **guided practice** where teachers and learners practise together, and finally *You do* **independent practice** where teachers work independently at a **mastery** activity. The final stage of the training session is **Observation Set Up** which lasts for 5 minutes.

Learning outcomes
By the end of the session teachers will be able to:
- Understand the key principles of GRP and why it is important.
- Be able to explain how the PEAS Top Ten Practices incorporate GRP.
- Identify how various Top Ten skills can be gender blind, gender responsive, and gender transformative.

☀️ **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model 3 **specific teaching techniques** <u>**Think-Pair-Share**</u> (page 41), <u>**Turn and Talk**</u> (page 45) and <u> **If this is the question, what is the answer?**</u> (page 47)

When you see the modelling symbol (☀️), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a <u>Modelling Box</u> about the technique or activity. **Please make sure you read this carefully before the session.**

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activities And review	Deliver starter activity	Board work Notebooks	10
	1.2. Starter Reflection	Which approach is gender responsive?		20

	1.3. Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Demo activity	Model on the board – I do	Board work	10
	2.2. Story	Reflect on story and identify pedagogy types	Board work Optional Handout	15
	2.3. Story reflections	Turn and talk	Board work	5
3) TEACHING LAB	3.1. We do	Group work to reflect on cards	Cut up Cards	15
	3.2. You do	Reflections on last lesson plan	Notebooks	15
4) DEBRIEF	4.1. Matching definitions to pedagogy	If this is this answer, what is the question?		15
	4.2. Cold calling for responses			5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials:	Preparation Checklist:
✓ Observation 1 feedback ✓ Stage aims written out on the board in the wrong order or on cut out bits of paper ✓ Demo teacher prop ✓ Handout with cards to cut out	✓ Clearly display the Learning Outcomes in the corner of the board or on paper and in a place where they can be seen ✓ Pre-written starter activity in the board ✓ Teachers review the Top Ten skills list before the session

Step 1: Introduction (28 minutes)

1.1 Learning outcomes (3 minutes)
- Write the Learning Outcomes in the corner of the board or on flip chart paper or manila before the session begins.
- Point to the Learning Outcomes and go through each one ensuring Teachers understand.

1.2 Starter Activity (5 minutes)

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.1: Lessons are planned around a consistent structure (Starters, LOs, I do, We do, You do, Plenary)

Write the starting question on the board: What is Gender-Responsive Pedagogy and why is it important?

Say: To get us started for this session, try and answer the following question.

Facilitate a Think-Pair-Share. Allow 2 minutes for participants to think, and 3 minutes to share in pairs.

> 🔦 **Activity Box: Think-pair-share**
>
> **Think-Pair-Share (TPS)** is a collaborative learning strategy in which learners work together to answer a question. This technique requires learners to (1) think - individually think about a topic or answer to a question (2) pair - discuss idea with classmates (3) share – pick one or two students to share their ideas with the class.

1.3 Lead in activity: Which Approach is Gender Responsive? (20 minutes)

- **Divide** participants into pairs.
- ☀️**Say:** I am now going to model a collaborative learning strategy from *Top 10 #4* 🔗 . This is a useful strategy and should be used regularly in your classrooms. It gives all students the space to think, to share their initial thoughts and to prepare them to give good answers to the whole class.
- **Say:** Listen as I read 2 scenarios about a teacher using the Top Ten. With your partner decide which situation is gender responsive.
- **Read** the scenarios below. Make sure you introduce each scenario so that participants know what they are comparing.

Scenario 1

A teacher is practicing Top Ten 3 – Lessons provide regular and extended opportunities for independent practice. The teacher plans her next lesson so that the learners have time to practice a biology experiment. **She divides the class into two groups – girls and boys – to conduct the experiment. The girls are given a simple task, and the boys are given a complex task.**

Scenario 2

A teacher is practicing Top Ten 3 – Lessons provide regular and extended opportunities for independent practice. The teacher plans her next lesson so that the learners have time to practice a biology experiment. **The teacher breaks the learners into three groups. Each group has a mix of boys and girls, and the strengths of the learners is considered when she makes the group. She combines faster paced learners in one group, and slower paced learners in another. The task is the same in difficulty, but one requires more steps than the other, which is given to the fast-paced learners.**

- **Cold call** on 1-2 pairs to share their answers
- **Say**: The second scenario is gender responsive. The teacher is trying to create an inclusive environment by mixing up girls and boys throughout the groups. Further, the teacher acknowledges and responds to each learner's needs in school, by responding to learning paces regardless of gender.
- **Write on the board**: How does this example shows how gender-responsive teaching is closely linked to learner-centred teaching?
- ☀️**Think-Pair-Share**: **Say**: You will now think about an answer to this question independently for one minute, I will then give you two minutes to discuss in pairs. I am modelling Think-Pair-Share.
  - Give <u>1 minute</u> for independent thinking time.
  - Give <u>2 minutes</u> for pair discussion
  - **Call** on 2-3 pairs to share their responses <u>(4 minutes)</u>
  - Use the supporting information below to build on participants' responses.
    - ✓ **Say**: Remember, good pedagogy is gender responsive. Gender responsive pedagogy is beneficial for all students. It is your responsibility as a teacher to ensure that all students participate. Being gender-responsive means paying attention and responding to the needs of each learner. It doesn't mean one gender always should get special treatment over the other. It simply means that each learner's specific needs are met, irrespective of their gender. In scenario 1, the gendered groups do not take into consideration the learners'

needs. In fact, giving the girls a simpler task can re-enforce harmful gender norms around girls' academic abilities. The second scenario considers the needs of the learners, without using their gender to hold them back. The term gender responsive can often be interchangeable with learner centred.

Step 2: The Main Idea (30 minutes)

2.1 Gender Responsive Teaching: Deep Dive - 15 minutes

Gender Insensitive	Gender Blind	Gender Responsive	Gender Transformative
• *Fails to consider or address gender differences and inequalities*	• *Tries to be neutral and unbiased regarding gender*	• *Acknowledges and responds to each learner's needs in school, regardless of gender.*	• *Aims to challenge and **change** existing gender norms*

- **Draw** the table above on the board, but only include the titles **(leave the grey boxes below empty).**
- **Say:** Look at the table on the board. These are the four categories of how pedagogy can respond to gender.
    - o ☀ **Think-Pair-Share**: **Say**: I am going to model Think-Pair-Share. You will now think independently and then discuss what is the definition of each of these 4 types of pedagogy
    - o Give 2 minute for independent thinking time.
    - o Give 2 minutes for pair discussion
    - o **Cold Call** on 2-3 pairs to share their responses.
- **Write** the information about the 4 categories in the second row of the table.
- **Ask** the teachers to read this information, or ask different teachers to read aloud.
- **Say:** Let's learn some more detailed information about each type of pedagogy. The different categories in this table all represent a different level of gender-responsiveness. Every teacher is in control of how they deliver their lessons and activities. When an activity is delivered in a gender blind or gender insensitive way, it may reinforce traditional stereotypes and biases related to gender roles and expectations. However, the same activity can be well-planned, and gender-responsive. This approach not only meets the needs of all learners, but encourages critical reflection on gender roles and norms within the educational context and wider society. Even better, a gender-transformative activity encourages students and educators to actively engage in discussions and actions that promote gender equity and human rights.
- **Point** at each category in the table as you explain the objective of each stage.
    - o **Point at "Gender insensitive" and then Say:**
    Gender insensitive teaching does not consider or address gender at all. No inequalities or specific needs of learners are factored into teaching. This would be considered teacher-centred learning, as the differentiated needs of learners are not considered. By not meeting the needs of all learners, this is considered ineffective pedagogy, and can reinforce traditional gender stereotypes and biases which hold learners back.
    - o **Point at "Gender blind" and then Say:**
    Gender blind teaching is similar to gender insensitive teaching, and it is also poor pedagogy. When being gender blind, a teacher may be aware of gender and different needs, but prefers to be neutral and unbiased. While not intentional, being gender blind often leads to teachers having a lack of awareness of the ways in which

gender dynamics can affect learning experiences and outcomes, and can also reinforce norms and stereotypes that hold learners back in school and in life.

- o **Point at "Gender responsive" and then Say:**
  Being gender responsive is the first type of good pedagogy in this diagram. Being gender responsive is all about mindset. Being gender responsive means a teacher acknowledges for the impact of gender on educational experiences and outcomes. In other words, the teacher is being learner-centred, and keeping each child's needs in mind when teaching. A gender responsive teacher seeks to create an inclusive and equitable learning environment, addressing all needs and challenges, including those related to gender. This helps break down barriers related to gender, and can encourage critical reflection on gender roles and norms.
- o **Point at "Gender transformative" and then Say:**
  Being a gender transformative teacher means not only being aware of each students' needs and responding to them accordingly, but also aiming to challenge and change existing gender norms and inequities within educational settings. This means actively challenging any harmful behaviour you see in or out of the classroom, and trying to dismantle stereotypes. This encourages learners to actively engage in discussions and actions that promote gender equity and social justice, empowering everyone to challenge and transform gender-based discrimination and inequalities in all aspects of their lives.
- **Say**: This section of the training links to Top Ten 1 - This was the equivalent of an "I do" stage in our session. **I** took a prominent role in the delivery of content.

2.2 Types of Pedagogy (10 minutes)

- **Write** the following statements on the board in a random order or position;
  - o *My school offers the same extracurricular activities to girls and boys.*
  - o *Girls and boys have the same rules for when they are allowed to leave the classroom.*
  - o *I teach learners about important people in society, both male and female, and their contributions to our culture.*
  - o *I sit students in the classroom by gender, to avoid distractions.*
- Underneath write:
  - o <u>Stretch</u>: Add your own statements to the lists
- **Say:** Read the statements on the board and sort them into the following categories: 1) **gender blind**; and 2) **gender responsive**. Give reasons for why you sorted each sentence into that category.
- Answers:
  - ✓ Gender blind: *Girls and boys have the same rules for when they are allowed to leave the classroom, I sit students in the classroom by gender, to avoid distractions.*
  - ✓ Gender responsive*: My school offers the same extracurricular activities to girls and boys, I teach about different genders and their contributions in our lessons.*
- **Say**: Being gender blind or gender insensitive can reinforce gender stereotypes or biases.
- **Think-pair-share –** What are 3 gender stereotypes that you can think of in your country/community's context, and how does each one impact people?
- **Cold call** on 2-3 pairs to share. Some examples of gender stereotypes are: girls are bad at science; boys are not good in creative subjects, boys are faster learners than girls, boys will be the breadwinners.
- **Say:** These kind of negative biases will continue to impact young people if we do not have a gender-responsive mindset, and do not address the harmful norms and stereotypes that may come up. Without a gender-responsive mindset, these impacts can even worsen if we inadvertently reinforce them through gender-insensitive activities.

2.3 Story practice

- **Say:** We are now going to read a story together, and identify different teaching practice throughout. Listen for examples of what you identify as gender-insensitive, gender-blind,, gender-responsive, and gender-transformative. We will pause after each section, when you will **Turn and Talk** to a partner to discuss what you heard in that section.

> ☼ **Modelling Box: Turn and Talk**
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- **Read** the story below, **without** pointing out where there is Gender Blind, Gender Insensitive, Gender Responsive, or Gender Transformative practice (shown in parentheses). Story also available in Annex as a handout to print.

Mrs. Johnson, an experienced teacher, walked into her classroom on Monday morning with a warm smile, feeling enthusiastic for the day's lesson. She walked into the class saying joking, *'Wow! The girls are looking so lovely this morning, maybe the boys should take note and straighten out their uniforms.'* (*Gender blind – commenting on girls' appearance can reinforce harmful stereotypes, and create competition between girls and boys.*)

Turn and Talk – what examples of pedagogy did you identify in this section?

The classroom was set up with small tables, each accommodating four students in a collaborative learning environment. Boys and girls sat together, and the seating arrangement was intentionally rotated regularly to encourage interactions among students of all genders. The walls of the classroom were showing with diverse posters featuring scientists, artists, and historical figures from various backgrounds, showcasing gender diversity (*Gender-responsive*). Ms. Johnson began the day with a story about Mae Jemison, the first African American woman to travel in space. She shared her own admiration for Jemison, breaking down stereotypes about women in science (*Gender transformative*).

Turn and Talk – what examples of pedagogy did you identify in this section?

As the lesson progressed, Ms. Johnson introduced a science experiment, providing each group of students with materials for building paper airplanes. She noticed that the students seemed to have divided their tasks based on gender. The boys focusing on designing the airplanes and the girls primarily folding them. However, she wanted to let the students work independently so didn't step in. (*Gender blind, potentially Gender Insensitive as it could reinforce stereotypes*). She ensures that she is monitoring the class and giving feedback throughout.

Turn and Talk – what examples of pedagogy did you identify in this section?

She praises the boys on their effective designs and for being diligent and thoughtful, saying '*Great job boys! I can see how hard you are working'.* She also praises the girls, telling them they are doing a great job supporting the designs and preparing the materials for their partners saying, *'Great job girls for helping out the boys so well!'*.

(Gender insensitive – Although she is raising girls and boys equally, this is actually poor practice.

By praising the boys on their hard work and success, and only praising the girls on their support to the boys' work, this can reinforce harmful stereotypes about what work is valued from boys versus girls. Highlight link to Top Ten 10 – the teacher is deliver Top Ten 10 in a gender-insensitive way. Plus, being gender-responsive is not about creating any competition or separation based on gender, but it's about treating each child as an individual, rather than a gender.).

Turn and Talk – what examples of pedagogy did you identify in this section?

Later in the lesson, while discussing historical events, a student, Robert, asked a question about women's role in the Civil Rights Movement. This led to a discussion about gender equity, with the class exploring both male and female leaders in civil rights history (*Gender-responsive*)

Turn and Talk – what examples of pedagogy did you identify in this section?

Towards the end of the class, Ms. Johnson shared a powerful quote from Malala Yousafzai, an advocate for girls' education, which was prominently displayed on the classroom wall. This served as a daily reminder of the importance of equality and continued need to inspire students to think about their role in promoting gender equity in their communities *(Gender transformative*)

Turn and Talk – what examples of pedagogy did you identify in this section?

- **Cold call** on random participants to share one example of where they noticed good or bad pedagogy and how it was gender insensitive, responsive, etc.
- ⚡**Say:** I want you to discuss in pairs where Ms. Johnson used different Top Ten skills in the story. (5 minutes)
- **Say:** *What Top Ten Skills did Ms Johnson use?* **Turn and Talk** for 1 minute! Go!

🔗 **Link to PEAS Top 10 for Teachers** Top 10 No.1: Lessons are planned around a consistent structure (Starters, LOs, I do, We do, You do, Plenary). This was the equivalent of an "We do" stage in our session. You were guided by me through activities such as Turn and Talk and engaging with Scenarios.

Step 3: Teaching Lab (30 minutes)

3.1 How can Top Ten activities be Gender Blind versus Gender Responsive? (15 minutes)
- **Put** teachers into groups of three. Think carefully about the groupings to ensure that there are effective pairings (e.g. new teachers and experienced teachers).
- **Hand out** the cut-up cards (Appendix) and say these cards display different strategies from across all of the Top Ten.
- **Ask** teachers think of one bad example of how this activity could be delivered in a gender-blind way, and one good example of how this activity could be delivered in a gender-responsive way.
- **Give** teachers 20 minutes. Circulate the room to monitor progress and address any misconceptions.
- **Be strict** with time and down verbally: "You have 2 minutes left… you have 1 minute left".
- After 15 minutes, or when teachers have finished, check the answers.
- **Highlight** that every activity has the potential to be gender-blind if a teacher does not have a learner-centred mindset. But every teacher can be gender-responsive.

3.2 Applying learning: Teachers review their last lesson plan (15 minutes)
- **Say:** Now we are going to do the *"You do"* stage of this lesson

🔗 **Link to PEAS Top 10 for Teachers** Top 10 No.1: Lessons are planned around a consistent structure (Starters, LOs, I do, We do, You do, Plenary

- **Ask** teachers to get out the lesson plan for their last lesson.
- **Say:**
    - I would like you to look back at your last lesson plan and independently identify if this lesson is gender responsive.
    - Are there any activities that were not planned to be gender responsive? Is the lesson at risk of being gender blind?
    - I would like you to do this activity alone and you have <u>5 minutes.</u>
    - If you finish, as a stretch activity I'd like you to improve your lesson plan by adding gender responsive changes, or even gender transformative.
- After 5 minutes put teachers into threes and ask them to share how their lesson responds to gender
- Monitor conversations and note down any good examples of *gender responsive/transformative pedagogy* that can be shared later in feedback.
- **Praise:** say there were some really good examples of GRP, pick out a few good examples and say why they were so good.

Step 4: Debrief (15 minutes)

4.1 Matching definitions to pedagogy (15 minutes)

> 💡 <u>**Modelling Box:**</u> **if this is the answer, what is the question?**
>
> The teacher writes a series of pre-prepared answers (5-10) on the board (to a set of questions linked to the previous lesson's learning). The students will then need to work out what the questions are to fit with the answers on the board. Give no more than 5 minutes for the students to independently write their answers.

- **Say:** In today's lesson we have looked at *the* different types of pedagogy related to gender.
- 💡 **Say:** I am now going to model a plenary or starter activity called **If this is the answer, what is the question?** This a teaching technique from TT #2 Lessons begin with a written starter that reviews previous learning.
- **Write** the following statements on the board:
    - **When a teacher…**
        1. is neutral about gender in the classroom
        2. challenges gender norms that come up in the classroom
        3. separates activities based on girls and boys
        4. responds to gender by meeting needs of each learner individually
- **Say:** The statements on the board are definitions. I now want you to work independently for 5 minutes to write the questions that correspond to these answers. Each question should start with "What is _____"
- **Count down** and tell teachers when they have 1 minute and 30 seconds left.
    - ✓ What is gender blind pedagogy? (answer to number 1)
    - ✓ What is gender transformative pedagogy? (answer to number 2)
    - ✓ What is gender insensitive pedagogy? (answer to number 3)
    - ✓ What is gender responsive pedagogy? (answer to number 4)

Step 5: Observation Set Up (5 minute)

5.1 Observation Instructions (5 minutes)

- **Say:**
  - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you **incorporate gender responsive pedagogy** in your lesson.
  - o This means you must prepare a lesson for your observer to see.
  - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - o The 2nd observation will be a peer observation .
  - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - o **IF ILT OBSERVATION:** Say: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - o **IF PEER OBSERVATION: say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
    - ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy. They do not need to observe the whole lesson, only 20 minutes.
    - ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
    - ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix: Key information for the facilitator

The most important thing to communicate to teachers in this training session is the Gender Responsive Pedagogy (GRP) is all about mindset, and being learner-centred. It does not come with a toolkit, or a bank of specific activities. Every activity can be delivered in a gender responsive way, it's about changing your mindset and being gender responsive throughout your practice, not just in specific activities. There is lots of research and best practice on GRP, and you can easily do further research to understand this on the internet, and encourage your teachers to do the same!

The manual is not intended to be a standalone training, on how any teacher can be gender responsive. Rather, this manual? can support a PEAS school who is already incorporating the Top Ten practices. It can help highlight how the Top Ten are already gender responsive and learner-centred, and it is up to the teacher to make sure they are delivered as good pedagogy. Any activity has the potential to be gender blind, if not delivered well.

For the Handout Activity, this requires knowledge of the Top Ten. If there are new teachers in the training, try to pair them with experienced PEAS teachers, who know the Top Ten well. Further, see below a brief explanation of each activity mentioned, and an example answer for each, for extra clarification if needed.

Intentional Monitoring: Whilst students are completing an independent task, the teacher circulates the classroom, monitoring, collecting and responding to student data in real time.
- **Gender-Insensitive:** The teacher predominantly focuses on monitoring and responding to the performance of male students while neglecting the female students.
- **Gender-Responsive:** The teacher monitors and responds to all students' performance, ensuring equal attention to both male and female students

Eliciting: Eliciting is a questioning technique which asks learners to provide information rather than the teacher giving the information to students directly.
- **Gender-Insensitive:** The teacher uses examples and questions that are biased toward stereotypical gender roles, reinforcing gender norms.
- **Gender-Responsive:** The teacher uses inclusive and diverse examples and questions that do not reinforce gender stereotypes and allow all students to participate comfortably.

Reteaching to overcome a challenge: The teacher re-teaches key content more effectively by considering the key obstacles to student learning.
- **Gender-Insensitive**: The teacher assumes that all students face the same obstacles and does not consider unique challenges that may be specific to male or female students.
- **Gender-Responsive**: The teacher identifies and addresses obstacles that may be more common for certain gender groups and tailors the reteaching accordingly.

Think-pair-share: Think-Pair-Share is a strategy which may be used by a teacher to integrate effective pair work and drive collaboration. Students think independently for 1 minute, then share their thoughts with a partner for 2 minutes. The teacher then cold calls on pairs to share their responses for 4 minutes.
- **Gender-Insensitive**: The teacher consistently pairs male students with male students and female students with female students, reinforcing gender divisions.
- **Gender-Responsive:** The teacher ensures diverse and mixed-gender pairings to promote collaboration and inclusivity.

No opt out: If a student or several students get an answer wrong or say *I don't know,* move to other students or provide the correct answer. But then return to those students and give them a chance to say the correct answer.

- **Gender-Insensitive:** The teacher consistently returns to male students when they give incorrect answers but ignores or dismisses the responses of female students.
- **Gender-Responsive:** The teacher gives all students, regardless of gender, an equal opportunity to provide correct answers and learn from their mistakes.

Expecting Errors: The teacher acknowledges that students are likely to make mistakes and they can predict what these might be

- **Gender-Insensitive:** The teacher assumes that all students, regardless of gender, will make the same types of mistakes.
- **Gender-Responsive:** The teacher acknowledges that different gender groups may have distinct learning patterns and anticipates errors accordingly.

Probing: Teachers ask repeated questions to probe students' understanding.

- **Gender-Insensitive:** The teacher only calls on male students to answer probing questions in mathematics, unintentionally marginalizing female students and reinforcing stereotypes about women in STEM.
- **Gender-Responsive:** The teacher equally involves both male and female students in the probing process.

Precise praise versus acknowledgment: Precise praise not only reinforces positive behaviour, but also helps to let the student or class know exactly what it is that they did well, which helps them to repeat or aim for that behaviour in future.

- **Gender-Insensitive:** The teacher predominantly offers precise praise to female students while neglecting to acknowledge the achievements of male students.
- **Gender-Responsive:** The teacher gives precise praise and acknowledgment to students of all genders, recognizing and reinforcing positive behaviors in an inclusive manner.

If this is the answer, what is the question?: The teacher writes a series of pre-prepared answers on the board. The learners need to write the questions that fit with the answers on the board.

- **Gender-Insensitive:** The pre-prepared answers on the board contain gender-biased or stereotypical content.

Gender-Responsive: The questions and answers are free from gender bias, ensuring that all students can engage with the activity without feeling marginalized or excluded based on their gender

The following diagram shows an overview of how the Top Ten Teaching Practices are widely seen as gender-responsive.

Group	Top Ten Practice	How can they be Gender-Responsive?
Group 1: Planning and Preparation	Lessons are planned around a consistent structure (Starter, Los, "I do, We do, You do", Plenary)	✓ **Inclusive Examples and Content** ✓ **Starter questions that are open-ended** and don't assume specific interests or experiences related to gender. ✓ **Recognize that students have different learning styles,** and provide options for independent practice that appeal to various preferences
	Lessons begin with a written starter that reviews previous learning	
	Lessons provide regular and extended opportunities for independent practice ("You do")	
Group 2: Assessment and Feedback	Ask questions, and involve all students in answering	✓ Checking for understanding of all students, **not based on gender** ✓ **Adapting to actual level of learners,** not based on gender
	Before moving on, Check for Understanding (of all students)	
	Adapt teaching to the level of students, based on regular assessment	
Group 3: Classroom Delivery	New teaching content is presented in small steps and students are provided with relevant teaching aids	✓ **Pair/group learners** based on their needs/learning styles, not gender.
	Integrate effective pair/group work (where appropriate) to drive collaboration	
Group 4: Climate for Learning	Recognise all students' efforts and make sure students understand that mistake are part of the learning process	✓ Praising based on individual efforts, not girls and boys as groups ✓ **Routinely challenge gender stereotypes** and norms that come up in the classroom
	The classroom culture is positive and respectful, and teachers routinely praise students	

peas

Key definitions:

Gender equity: The distribution of resources, opportunities, and responsibilities between individuals of different genders, according to their needs. Ensuring that all individuals' needs are met, and they all have an equal chance to succeed. Equity is about meeting the needs of each individual learner, not giving all learners the same and expecting them to succeed (equality).

Insensitive: Lacking awareness or consideration of others' feelings, needs, or perspectives; showing a disregard.

Blind: Unaware or indifferent to certain factors, often implying a lack of understanding or recognition of important aspects, such as cultural, social, or individual differences.

Responsive: Demonstrating a reaction to changing circumstances or needs, often involving a heightened awareness and willingness to address concerns promptly.

Transformative: Creating profound and positive changes by fundamentally altering structures, systems, or perspectives, leading to a significant and lasting impact.

Intentional Monitoring

Whilst students are completing an independent task, the teacher circulates the classroom, monitoring, collecting and responding to student data in real time.

Linked to Top Ten #3 Lessons provide regular and extended opportunities for independent practice

Think-pair-share
Students think independently for 1 minute, then share their thoughts with a partner for 2 minutes. The teacher then cold calls on pairs to share their responses for 4 minutes.
Linked to Top Ten #8 Integrate effective pair/group work (where appropriate) to drive collaboration

Probing

Teachers ask repeated questions to probe students' understanding.

Linked to Top Ten #4 Ask questions and involve all learners in answering

Eliciting

Eliciting is a questioning technique which asks learners to provide information rather than the teacher giving the information to students directly.

Linked to Top Ten #4 Ask questions and involve all learners in answering

No opt out

If a student or several students get an answer wrong or say *I don't know,* move to other students or provide the correct answer. But then return to those students and give them a chance to say the correct answer. *Linked to Top Ten #4 Ask questions and involve all learners in answering*

Precise praise vs acknowledgement
Reinforces positive behaviour, also helps to let the student or class know exactly what it is that they did well, which helps them to repeat or aim for that behaviour in future.
Linked to Top Ten #10 The classroom culture is positive and respectful, and teachers routinely praise students

Reteaching to overcome a challenge

The teacher re-teaches key content more effectively by considering the key obstacles to student learning.

Linked to Top Ten #6 Adapt teaching to the level of all students based on regular assessments

Expecting Errors

The teacher acknowledges that students are likely to make mistakes and they can predict what these might be

Linked to Top Ten #9 Recognising all students efforts and mistakes as part of the learning process

If this is the answer, what is the question?
The teacher writes a series of pre-prepared answers on the board. The learners need to write the questions that fit with the answers on the board.

Linked to Top Ten #2 Lessons begin with a written starter that reviews previous learning

peas

Mrs. Johnson, an experienced teacher, walked into her classroom on Monday morning with a warm smile, feeling enthusiastic for the day's lesson. She walked into the class saying joking, *'Wow! The girls are looking so lovely this morning, maybe the boys should take note and straighten out their uniforms.'*

Turn and Talk – what examples of pedagogy did you identify in this section?

The classroom was set up with small tables, each accommodating four students in a collaborative learning environment. Boys and girls sat together, and the seating arrangement was intentionally rotated regularly to encourage interactions among students of all genders. The walls of the classroom were showing with diverse posters featuring scientists, artists, and historical figures from various backgrounds, showcasing gender diversity. Ms. Johnson began the day with a story about Mae Jemison, the first African American woman to travel in space. She shared her own admiration for Jemison, breaking down stereotypes about women in science.

Turn and Talk – what examples of pedagogy did you identify in this section?

As the lesson progressed, Ms. Johnson introduced a science experiment, providing each group of students with materials for building paper airplanes. She noticed that the students seemed to have divided their tasks based on gender. The boys focusing on designing the airplanes and the girls primarily folding them. However, she wanted to let the students work independently so didn't step in. She ensures that she is monitoring the class and giving feedback throughout.

Turn and Talk – what examples of pedagogy did you identify in this section?

She praises the boys on their effective designs and for being diligent and thoughtful, saying *'Great job boys! I can see how hard you are working'.* She also praises the girls, telling them they are doing a great job supporting the designs and preparing the materials for their partners saying, *'Great job girls for helping out the boys so well!'*.

Turn and Talk – what examples of pedagogy did you identify in this section?

Later in the lesson, while discussing historical events, a student, Robert, asked a question about women's role in the Civil Rights Movement. This led to a discussion about gender equity, with the class exploring both male and female leaders in civil rights history.

Turn and Talk – what examples of pedagogy did you identify in this section?

Towards the end of the class, Ms. Johnson shared a powerful quote from Malala Yousafzai, an advocate for girls' education, which was prominently displayed on the classroom wall. This served as a daily reminder of the importance of equality and continued need to inspire students to think about their role in promoting gender equity in their communities.

Turn and Talk – what examples of pedagogy did you identify in this section?

Top 10: Manual 1: Lessons are planned around a consistent structure (Starters, Los, "I do, We do, You do", Plenary)

Contents

SESSION 1: lessons are planned around a consistent structure (Starters, Los, "I do, we do, you do", plenary)

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 hours
Session Overview

In this session teachers are introduced to PEAS Top 10 No.1: *Lessons are planned around a consistent structure Starters, I do, We do, You do, plenary.* This session will focus on *I do / We do / You do*. The session begins with a starter activity which will prepare teachers for the next CPD session, while also modelling best practice to teachers.

The main learning in the session is that *I do / We do / You do* is a teaching method of **gradual release**. The lesson begins with *I do;* the teacher **modelling of new learning.** This is followed by *We do* **guided practice** where teachers and learners practise together, and finally *You do* **independent practice** where learners work independently at a **mastery** activity. The final stage of the training session is **Observation Set Up** which lasts for 5 minutes.

Learning outcomes
By the end of the session teachers will be able to:
● Distinguish the three methodologies of *I do / We do / You do*: Modelling / guided practice / independent practice
● Group different teaching and learning activities into the three stages *I do / We do / You do*
● Identify the stages of *I do / we do / you do* in their own lesson plan

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activities And review	Review the Top 10	Board work Notebooks	10
	1.2. Starter Reflection	Lead in Activity – Scenarios		20
	1.3. Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Demo activity	Model on the board – I do	Board work	10
	2.2. Demo activity	Putting Christopher's story in order	Board work	10
	2.3. Gradual Release	Explanation of gradual release	Board work	5
3) TEACHING LAB	3.1. We do	Group work to order cards	Cut up Cards	15
	3.1. You do	Co-planning dividing lessons into three stages	Notebooks	15
				20
4) DEBRIEF	4.1. Think Pair share on learning outcomes	Description and justification of the three stages of the lesson		5
	4.2. Cold calling for responses			5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials:	Preparation Checklist:

✓ Print and cut out hand outs	✓ Read Key Information for the Facilitator in the Appendix. ✓ Read the information in the Modelling box (below). ✓ Clearly display the Learning Outcomes ✓ Pre-written starter statements on the board ✓ Consider groups of 3 for Teaching Lab activity (mix teachers of different experience). ✓ Teachers bring their lesson plan from their last lesson.

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.1: Lessons are planned around a consistent structure (Starters, LOs, I do, We do, You do, Plenary)

🔗 **Link to lesson observation matrix: PLANNING AND PREPARATION >** *1.2 The main activity has been planned around I do / We do / You do gradual release model.*

⌬ **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques**: **If this is the answer, what is the question** (page 62), **Turn and Talk** (page 58) **and Think-Pair-Share** (page 61).

When you see the modelling symbol (⌬), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a <u>Modelling Box</u> about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (28 minutes)

1.1 Learning outcomes (3 minutes)
- Write the Learning Outcomes in the corner of the board or on flip chart paper or manila before the session begins.
- Point to the Learning Outcomes and go through each one ensuring teachers understand.

1.2 Starter Activity (5 minutes)
- **Write** the following statements on the board in a random order:

I haven't learned how to do this yet

What else can I try?

Mistakes are a normal part of learning   *I give up.*

I can't do this.

Making mistakes shows I've reached my limit of understanding.

- **Underneath write:** <u>Stretch</u>: Add your own statements to the lists
- **Say:** Read the statements on the board and sort them into the following categories: 1) **growth mindset statements**; and 2) **fixed mindset statements**.
- Answers:
  - ✓ **Growth mindset:** *I haven't learned how to do this yet; what else can I try? Mistakes are a normal part of the learning process*
  - ✓ **Fixed mindset**: *I can't do this; Making mistakes shows I've reached my limit of understanding; I give up.*

1.3 Lead in activity: Which Approach Leads to the Fastest Success? (20 minutes)

> 🔅 **Modelling Box: Think-Pair-Share**
>
> **Think-Pair-Share (TPS)** is a collaborative learning strategy in which learners work together to answer a question. This technique requires learners to (1) think - individually think about a topic or answer to a question (2) pair - discuss idea with classmates (3) share – pick one or two students to share their ideas with the class.

- **Divide** participants into pairs.
- **Say:** Listen as I read 2 scenarios about a child learning to ride a bicycle. With your partner decide which child is most likely to succeed first and why.
- **Read** the scenarios below. Make sure you introduce each scenario so that participants know what they are comparing.

> **Scenario 1**
> **Peter is learning how to ride a bike for the first time. His older brother lets him have a go on his bike. His brother hands Peter the bike and just tells him to try.**

> **Scenario 2**
> **Christopher is learning how to ride a bike for the first time. His older sister explains how to sit on the bike and how to move the pedals. Then she gets on the bike and shows him what to do, riding the bike slowly so he can see. She then lets Christopher try sitting on the bike and she holds it for him as he learns how to balance and how to move the pedals. Gradually, as Christopher's confidence increases, she lets go of the bike.**

> 👫 Remind teachers that when providing examples in class to help students understand a concept, they should use both girls/women and boys/men. The examples given should avoid reinforcing gender roles that portray women as weak or in domestic roles and men as powerful figures in society. Portraying women or men in a certain can influence a student's views about gender norms, vocational options and future opportunities.

- **Say**: It is more likely that Christopher will succeed because he is being supported as he learns. This is because his sister explains how to ride the bike, then demonstrates how to ride it and then helps him as he tries on his own for the first time.
- **Write on the board**: How do you think this idea applies to teaching and learning in your classroom?
- 🔅 **Say:** I am now going to model a collaborative learning strategy from *Top 10 #4* 🔗 . This is a useful strategy and should be used regularly in your classrooms. It gives all students the

peas

space to think, to share their initial thoughts and to prepare them to give good answers to the whole class.

- 💡 **Think-Pair-Share**: **Say**: You will now think about an answer to this question independently for one minute, I will then give you two minutes to discuss in pairs. I am modelling Think-Pair-Share.
    - o Give <u>1 minute</u> for independent thinking time.
    - o Give <u>2 minutes</u> for pair discussion.
    - o **Cold Call** (choose at random) on 2-3 pairs to share their responses <u>(4 minutes)</u>
    - o Use the supporting information below to build on participants' responses.
        - ✓ **Say**: When learning something new, learners are more likely to succeed if they are supported by the teacher. If the teacher explains and demonstrates what to do then supports learners as they try for themselves before letting them work independently, learners are more likely to master new knowledge and skills more quickly.

Step 2: The Main Idea (25 minutes)

2.1 The Structure of a Lesson (10 minutes)

Starter (written)	Learning Objectives	I do	We do	You do	Plenary
Help students recall prior learning to embed in long term memory and refresh before new topic is introduced	Clarify the goals of the lesson so students understand learning pathway	Provide explicit, clear instruction and modelling of new topic	Engage all students in practicing the skill/knowledge together, checking their understanding	Independent practice where students work individually to embed new learning in long-term memory	Check whether you've achieved the learning objectives

- **Draw** the table above on the board, but only include the titles (leave the grey boxes below empty).
- **Say:** Look at the table on the board. These are the five key stages of a lesson. We are now going to think about what is involved in each of these stages.
- 💡 **Think-Pair-Share**: **Say**: I am going to model Think-Pair-Share again. You will now think independently and then discuss what is involved in the 5 stages of the lesson before discussing with a partner.
    - o Give <u>1 minute</u> for independent thinking time.
    - o Give <u>2 minutes</u> for pair discussion
    - o **Cold Call** on 2-3 pairs to share their responses.
- **Write** the information about the five stages in the second row of the table.
- **Ask** the teachers to read this information, or ask different teachers to read aloud.

1.2 I do – We do – You do: Deep Dive

I do	**We do**	**You do**

Tell your students about **what they need to know** and **showing them how** to do the things they need to be able to do.

All students practice with **guided** support from the teacher, teacher can check students' understanding.

All students complete independent work, similar to what the teacher demonstrated. Teacher monitors and **provides support.**

- **Draw** only the diagram above on the board.
- **Say***: I do – You do – We do* is a method of teaching that incorporates the findings about Cognitive Load Theory – with the gradual release of responsibility to students so that they can eventually work independently. Cognitive load theory is about how much information a student can retain at any one time. The theory states that the human memory has a limited capacity, therefore teaching needs to avoid overloading it with information. If students are taught too much information all at once without having an opportunity to apply it or put it into practice, they are likely to experience "cognitive overload".
- **Point at "I do"** – **Write the info below the diagram and then Say:** The teacher models new learning to the learners. The teacher has the prominent role in the delivery of content. The teacher can do this doing a worked example, writing a model answer, or completing an example on the board. The teacher thinks aloud and demonstrates their thought process to

  the learners so that they can see how she solves the problem. (🔗 Top 10 #6)
- **Point at "We do"** – **Write the info below the diagram and then Say***:* As the student acquires the new information and skill, the responsibility of learning shifts from teacher-directed instruction to students processing activities. Here teachers and learners practice the activity together. This is called **guided practice** because the teacher is guiding the learners**.** This involves the teaching completing half the steps of an activity and students completing the rest. The teacher could provide scaffolded activities such as sentence starters, a writing frame, or step by step questions. The students can also do pair or group work in this stage of the

  lesson (🔗 Top 10 #7)
- **Point at the "You do"** – **Write the info below the diagram and then say –** This is called **independent practice**. The students rely more on themselves and less on the teacher to complete the learning task. The learner completes work independently in their notebooks. The teacher's role is to monitor learners and ensure they are on task. This will involve the teacher intentionally monitoring the classroom, interacting with the learner by reading or live marking their book. While circulating, the teacher can note good examples of work or

  common mistakes which can be shared at the end of the activity as feedback lesson (🔗 Top 10 #3)
- **Say**: This was the equivalent of an "I do" stage in our session. I took a prominent role in the delivery of content.

1.3 Gradual Release
- We are now going to listen to the story about riding a bike again. Listen and write down the I do – We do – You do stages of the story.

- **Read** Scenario 2 again (above)
- **Cold call** on a teacher to tell you which are the I do – we do – you do stages and add them on the board beneath the diagram you already drew.

I do	**We do**	**You do**
Her brother explains how to sit on the bike and how to move the pedals. He gets on the bike and shows her what to do	*Vicky sits on the bike, and he holds it for her*	*He lets go of the bike*

- **Draw** the left-hand "teacher" triangle (below) and **say**: This is **gradual release**.
- **Say:** The teacher's support is gradually released.
- **Draw:** The right-hand "students" triangle on the board.
- **Say:** As the teacher's support is gradually released, the student takes on more of the practice until they can do the learning independently.

🔆 **Modelling Box: Turn and Talk**

Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a short period of time (often 30 seconds to 2 minutes) before a whole class discussion resumes.

- 🔆**Say:** I want you to discuss in pairs why gradual release is effective. I am going to model a collaborative strategy called **Turn and Talk.** It is similar to Think-Pair-Share, but it is shorter and can be used to quickly engage students in a discussion point. The teacher poses a question and then asks students to go into their pairs and discuss their thoughts a short time.
- **Say:** Why is gradual release an effective strategy? **Turn and Talk** for 1 minute! Go!
  - ✓ Gradual release stops learners becoming overloaded with information. When learners have to process too much information at once this is called cognitive overload.
- **Say**: This was the equivalent of an "We do" stage in our session. You were guided through activities such as Turn and Talk and engaging with Scenarios.

Step 3: Teaching Lab (30 minutes)

3.1 Putting lessons into I do / We do / You do stages (15 minutes)
- **Say** now we are going to practice the "We do" phase of the training session.
- **Put** teachers into groups of three. Think carefully about the groupings to ensure that there are effective pairings (e.g. new teachers and experienced teachers).
- **Hand out** the cut-up cards (Appendix) and say these are from several subjects. Make sure they are mixed up.
- **Ask** teachers to put the lesson into stages of *I do / We do / You do*.
- **Give** teachers 10 minutes. Circulate the room to monitor progress and address any misconceptions. Be strict with time and count down verbally: "You have 2 minutes left… you have 1 minute left".
- After 10 minutes, or when teachers have finished, check the answers.
- **Highlight** that each lesson has gradual release approach to cognitive load.

3.2 Applying learning: Teachers review their last lesson plan (15 minutes)
- **Say:** Now we are going to do the final *"You do"* stage of the lesson.
- **Ask** teachers to get out the <u>lesson plan</u> for their last lesson.
- **Say:**
    - Now we are going to do the *You do* stage of the lesson.
    - I would like you to look back at your last lesson plan and independently identify what were the *I do / We do / You do* stages in the lesson.
    - If your lesson didn't have a three-stage model, try to identify how you could adapt the lesson to three stages and write in your notebook what the three stages could be.
    - I would like you to do this activity alone and you have <u>5 minutes.</u>
    - If you finish, as a <u>stretch activity</u> I'd like you to improve your lesson plan by adding additional "I do – we do – you do" activities or teaching techniques.
- **Countdown** to highlight how much time teachers have ("you have 1 minute left").
- After 5 minutes, put teachers into threes and ask them to share how (2 minutes each) their lesson could be divided into *I do / we do / you do* stages (total of 6-7 minutes).
- Monitor conversations and note down any good examples of *I do / we do / you do* that can be shared later in feedback.
- **Praise:** say there were some really good examples of I do / We do/ You do, pick out a few good examples and say why they were so good (🔗 Top 10#10)

Step 4: Debrief (15 minutes)

4.1 Putting lessons into I do / We do / You do stages (10 minutes)

🔆 **Modelling Box: If this is the answer, what is the question?**

The teacher writes a series of pre-prepared answers (5-10) on the board (to a set of questions linked to the previous lesson's learning). The students will then need to work out what the questions are to fit with the answers on the board. Give no more than 5 minutes for the students to independently write their answers.

- **Say:** In today's lesson we have looked at *I do / we do / you do* stages of the lesson.
- 🔆 **Say:** I am now going to model a plenary or starter activity called **If this is the answer, what is the question?** This a teaching technique from 🔗 Top 10 #2 Lessons begin with a written starter that reviews previous learning.
- **Write** the following statements on the board:

peas

5. Teacher models activity, thinking aloud as she models
6. Teacher gradually releases support over to the learners until they achieve independent practice
7. Learners work on their own and achieve mastery
8. The teacher and learners practice together.

- **Say:** The statements on the board are answers. I now want you to work independently for 5 minutes to write the questions that correspond to these answers.
- **Count down** and tell teachers when they have 1 minute left and 30 seconds left.
    - ✓ Describe what happens at the *I do* stage.
    - ✓ Describe what gradual release of cognitive load is.
    - ✓ Describe what happens at the *you do* stage
    - ✓ Describe what happens at the *We do* stage.

🧍🧍 During this activity, the questions and answers should be free from gender bias, ensuring that all students can engage with the activity without feeling marginalized or excluded based on their gender

Step 5: Observation Set Up (5 minute)

5.1 Observation Instructions (5 minutes)

- **Say:**
    - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can use *I do / We do / You do,* in your lesson.
    - o This means you must prepare an *I do / We do / You do,* for your observer to see. Your lesson must be structured according to these guidelines and include activities from today's session.
    - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
    - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
    - o The 1st observation is an observation between the <u>teacher and an ILT</u> who will give the teacher feedback.
    - o The 2nd observation will be a <u>peer observation</u> .
    - o The 3rd observation will be between the <u>teacher and an ILT</u> who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - o ***IF ILT OBSERVATION*:** Say: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - o ***IF PEER OBSERVATION*:** Say**:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
        - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.

- **Arrange a time for your observation** – look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
- **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
- **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix:

Key information for the facilitator

<u>Key Information for the Facilitator:</u>

The phases of I do / We do / You do are as follows: I do, We do, You do is a method of teaching that incorporates the findings about Cognitive Load Theory - with the gradual release of responsibility to students so they can work independently. When a new topic is being introduced, the teacher has a prominent role in the delivery of the content. This is the "I do" phase. But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the "We do" phase of learning, the teacher continues to model, question, prompt and cue students, but as students move into the "You do" phases, they rely more on themselves and less on the teacher to complete the learning task.

I Do: In the first step, the teacher models the appropriate way of performing the skills included in the new concept being taught. The teacher 'thinks aloud' and models the concepts, breaking larger steps down into smaller and more achievable steps where appropriate. Teachers explain the reasoning behind these steps, along with helping students see what they should notice and remember. Students cannot just be told what they need to know, they need to actually see it. During the "I Do" phase, all students should be watching the teacher as they present the model. Once the teacher has finished modelling, the pupils may make notes in their book with the guidance of the teacher to break complex components down.

We Do: After the teacher has modelled the process, the students try to complete it themselves with the teacher assisting them. This step allows a teacher to guide and encourage students through the new process, rather than just leaving them to it without any additional support. There are a range of ways to structure this phase. One method used by a PEAS teacher was to ask students to complete one similar question in pairs, before checking it as a class. Another PEAS teacher asked every student to complete a question by themselves and then went round and checked their books giving feedback on where they could improve their answer. When teachers circulate around the room and notice that there are several pupils who have the same misconceptions they stop and reteach. Likewise, circulation is also helpful to share specific point of praise, celebrate success and support pupils. The point of the "we do" phase is to provide students with assistance and to give immediate feedback on how well they have learned what you have taught.

You Do: Once students have demonstrated that they understand the topic and complete the task, they are moved on to this final stage. During this phase, students practice the concept or skill repeatedly until it is mastered and is committed to their long-term memory. Typically, the most effective way to do this is by completing written work, with questions that get progressively more difficult.

Show learners how to write a significance pyramid using the most important objects in the kitchen. Think aloud your justifications.
Stove
Sink Oven
Pans Knives Sink
Spoon Forks
Bin

Put learners in pairs. Ask them to practice putting the most important foods in a significance pyramids.

Next with the whole class a pyramid on the board. Probe learners for their justifications.

Refer learners to their exercise books on Uganda's most important leaders.

In pairs, ask learners to order their most significant leaders into a pyramid. During the activity make sure learners are on task.

Read part of a story aloud. Think out loud as you read-
Who is an important character?   What do I know about that character? How do I figure out a trait?

Read another part of the story. As a class figure out the trait of another character.

Learners draw one character, then give picture to another student.

Learners guess who is pictured and tell character traits the picture shows.

Go through two examples of adding fractions with different denominators – the first one should have a denominator that's a multiple of the other.

a) $\frac{1}{2} + \frac{5}{6}$

b) $\frac{1}{3} + \frac{2}{5}$

Write three questions on the boards.
-Give one reason why water quality is important?
-What are three threats to water quality?
-Extension: Why is water quality important?
Check answers together.

Ask learners to complete questions 1-7 on page 22 of their textbook.

Learners should check their notes on water quality if they do not understand.

Outline the threats to water quality on the board.

Use multiple choice answers to check common errors. Write up a question and three possible answers labelled '1', '2' or '3'. Students work out the answers in their books independently. Students then hold up 1, 2 or 3 fingers to show their answer as a class.

When teacher is confident students understand how to add fractions independently, teachers ask learners to complete more questions in textbook. Teacher guides students who got all multiple choice questions correct to challenging questions.

Top 10: Manual 2
Lessons begin with a written starter that reviews previous learning

CONTENTS

SESSION 2: Lessons begin with a written starter that reviews previous learning

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 hours
Session Overview

In this CPD session teachers are introduced to Starter Activities. Teachers are first reminded of how the Starter stage fits into the PEAS lesson plan template with a quick review of the stages. The session highlights the benefits of 'Starters' which are to strengthen learner memory and memory recall of learning from the last lesson. Teachers will identify the features of effective Starters: timely, written, involving all learners and involving different types of learning. Next, teachers will learn about **4 new**

Starter activities and identify one they can use in their next lesson. Teachers will each practice using one of the starter activities during a micro-teaching activity.

Learning outcomes:
- Be able to understand the purpose of "starters" and how they benefit learning
- Be able to identify 5 features of an effective starter
- Learn about 4 effective starter activities that engage learners in the lesson and help them recall prior learning.

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activities	Review the Top 10 # 1 Gap Fill	Board work Notebooks	5
	1.2. Observation Reflection	Groups of teachers answering questions	Board work	15
	1.3. Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Starter: Reflection	Think-Pair-Share	Board work	15
	2.2 Gallery Walk: Set up	Set up Gallery Walk	Gallery walk texts Gallery walk Notetaking grid	10
	2.3. Gallery Walk Reading	Read about 4 different strategies for adapting teaching to the level of students	Notebooks Gallery walk notetaking grid	15

3) TEACHING LAB	3.1. Micro-teach Set Up	Divide class into groups & provide instructions	Board Work	5
	3.1. Micro-teach	Group work to prepare a micro-lesson	Board Work Micro-teaching lesson plan	20
	3.1. Micro-teach	Group activity – teaching a micro-lesson	Micro-teaching lesson plan	30
4) DEBRIEF	4.1. Whole class debrief	Group feedback on what went well and what can be improved		10
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials:	Preparation Checklist:
✓ Stage aims pre-written out on the board in the wrong order or on cut out bits of paper ✓ Gallery walk reading texts ✓ Gallery walk grid	✔ Read Key Information for the Facilitator in the Appendix. ✔ Read the information in the Modelling box (below). ✔ Clearly display the Learning outcomes ✔ Pre-written gap fill starter exercise. ✔ Pre-written lesson plan stage aims on the board or cut out flip paper ✔ Place 4 gallery walk reading texts on the walls, if a large group print 2 of each text and put on the wall.

🔗 **PEAS Top 10 for Teachers**

Top 10 No.1: Lessons are planned around a consistent structure (Starters, Los, I do, We do, You do, plenary

🔗 **PEAS Lesson Observation Matrix:**
- **2. Lesson Structure** > *1.4 The lesson begins with a clear and meaningful Starter activity*

🔆 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **4 specific teaching techniques**: _If this is the answer, what is the question_ (page 70), **Turn and Talk** (page 71) and_Instruction Checking Questions _(page 72).

When you see the modelling symbol (🔆), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

peas

Step 1: Introduction (20 minutes)

1.1 Starter activity: Gap fill (5 minutes)

> **Activity Box: Gap Fill**
> In this starter activity the teacher prepares a text or a resource with missing information. In a starter like this, one benefit is learners can generate answers and then check their notes if they were right, silently, and privately. They can repeat this multiple times.

- Before the lesson **write:** the following on the board, the underlined words should be written as gaps:

In the I do / We do / You do mode teachers transfer the learning process to the learners. This is called gradual release. The model has three stages:
1. *I do – the teacher models the lesson objective.*
2. *You do - teacher and learners do guided practice.*
3. *We do – learners do independent practice.*

- Tell teachers they are going to do a **starter activity.**
- **Say:** You are now going to do a starter activity. I am live modelling a strategy from Top 10 #2, a strategy you might like to use in your own lessons at the start. This is called **Gap Fill** and we will learn more about it during this session.
- Ask teachers to work alone and write down missing words in their notebooks (3 minutes)
- Read out the text with missing words and get teachers mark their work.
- Ask teachers to close their eyes and show with their fingers how many answers they got correct. Scan the room and check how teachers have done.
- Link the starter activity to the main activity of the lesson.

> 👫 Asking students to close their eyes before showing their fingers means that they do not compare their answers to others in the classroom. This creates a more inclusive learning environment, where students feel confident to participate.

1.2 Observation Reflection (15 minutes)
- **Group** teachers into threes, with teachers from other subject areas (not the teacher they peer-observed) and ask teachers to share their reflections on *I do / We do / You do* (This might vary depending on the focus of the last CPD session).
- **Write** the questions on the board and ask teachers to discuss the following questions for 5 minutes.
  - *How has practising the I do / We do / You do model changed your teaching practice?*
  - *What impact did it have on learning?*
- **Circulate** and listen to conversations. Make notes on common reflections misconceptions and areas of strengths/highlights.
- Bring teachers back together by Counting Down: Say **"***You have 1 minute of discussions left… We are nearing the end of the activity; you have 10 seconds left… In five seconds, I expect you to be silent…5, 4, 3, 2, and 1".*
- At the end share some of the best stories of change you heard teachers talking about.

- **Praise:** the teachers for all their hard work and the fantastic examples of I do / We do / You do you heard being talked about

1.3 Learning Outcomes (2 minutes)
- Write the Learning Outcomes in the corner of the board or on flip chart paper or manila before the session begins.
- Point to the Learning Outcomes and go through a summary of each one.

1.4 PEAS lesson plan stages (10 minutes)

> 🔆 **Modelling Box: If this is the answer, what is the question?**
>
> The teacher writes a series of pre-prepared answers (5-10) on the board (to a set of questions linked to the previous lesson's learning). The students will then need to work out what the questions are to fit with the answers on the board. Give no more than 5 minutes for the students to independently write their answers.

- Point to learning outcomes: *Match the PEAS lesson plan stages and stage aims.*
- **Say:** In today's session we are going to focus on starters, but first let's remind ourselves of where 'Starters' fit into the lesson plan.
- **Cold Call:** What are the PEAS lesson plan stages? (Cold Call on 5 teachers to tell you).
    - ✓ There are **5 stages** on the PEAS lesson plan pro-forma:
        1. Starter activity
        2. I do (main activity box)
        3. We do (main activity box)
        4. You do (main activity box)
        5. Plenary

- Write the lesson stage *aims* on the board (below). These can be written on 5 cut-out pieces of flip or manila paper or written on the side of the board. Display the stages <u>not</u> in the right order.
    - a) This is the stage where learners apply the new learning independently.
    - b) Teacher presents and models the new learning material.
    - c) Review and consolidate the learners' learning at the end of the lesson.
    - d) Guided practice - learners and teachers practise new learning together.
    - e) Learners recall learning from the last lesson.
- 🔆 **Say:** I am now going to model another starter activity from Top 10#2 called **"If this is the answer, what is the question?".** This is another strategy you might like to use at the beginning of your lessons.
- **Point** to the *stage aims* (above) on the board and **say** These are the answers, what are the questions?
- In pairs, ask teachers to read the statements and work out what the questions are to fit with the statements on the board. Give teachers 5 minutes
- Call on pairs to share their answers.
    - (a) What happens in the "you do" stage of the lesson?
    - (b) What does the teacher do in the "I do" stage of the lesson?
    - (c) What happens in the plenary stage?
    - (d) What is what practice called during the "We do" stage?
    - (e) What are learners expected to do during the starter activity?

peas

- **Say:** the focus for today's CPD session is the stage Starter Activity: Learners recall learning from the last lesson.

Step 2: The Main Idea (40 minutes)

2.1 Starter: Reflection (15 minutes)

> ⚙ **Modelling Box: Turn and Talk**
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- Tell teachers that at the beginning of the lesson you taught a starter activity.
- ⚙ **Say:** I will ask a set of questions and I will model a Top 10 teaching strategy from Top 10 #8 to engage everyone in thinking through the answers. This activity is relatively similar to Think-Pair-Share, but it is a quicker way of encouraging collaborative learning. The teacher poses a question, and then asks students to go into their pairs and discuss their thoughts for a short period of time. It is important that both students talk. I will give you 30 seconds for each question.
- After each **Turn and Talk**, Cold Call on 1 pair to share their response (select teachers at random). Then share the response below.

> 🚹🚺 When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, <u>students should not be asked to stand up when answering questions</u>. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

- **Say:** *What was the aim of the starter activity?* **Turn and Talk** *for 30 seconds, Go!*
    - ✓ To **recall** learning from the previous lesson. **Explain:** Recalling information helps learners to remember. When information is recalled from memory it becomes a stronger memory and is more likely to be remembered in exams. It helps to build up existing learning in the learners' existing memory.
- **Say:** How *long was Starter activity? Turn and Talk for 30 seconds, Go!*
    - ✓ Activity set up took 1 minute + activity 3 minutes to answer + feedback 2 minutes. Explain that research states that starters should be around 6 – 8 minutes.
- **Say:** *How did the starter involve both girls and boys ?* **Turn and Talk** *for 30 seconds, Go!*
- Every learner had to write down their answers, and reveal their scores with their eyes closed. Both boys and girls are encouraged to participate without comparing themselves to others in the class. **Say:** *Did writing on your own help recall? How?* **Turn and Talk** *for 30 seconds, Go!*
    - ✓ Writing on your own gives learners brain space and quiet time to recall without distractions. Writing down responses helps learners to record the memory once it is retrieved so they can move onto the next memory recall question.
- **Say:** *How are the answers given?* **Turn and Talk** *for 30 seconds, Go!*

peas

✓ The answers are given to the whole class and the learners mark their own work. The teacher should not waste time in the Starter marking individual learner work. The activity is used to help recall and only a quick assessment of learners' work should be made.

● **Say:** *How did the trainer assess the learners answers? Turn and Talk for 30 seconds, Go!*

✓ Quick show of hands to assess how many learners got the answers right and if the teacher needs to revisit.

● **Say:** Tell your partner how you could use this activity in your next lesson.

2.2 Gallery Walk: Set up (10 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. Learners write notes in a reading grid. It is a useful activity for transmitting lots of text information and improves the pace of the lesson by getting participants moving around the room.
>
> See example https://www.youtube.com/watch?v=NtQu6JTxcyM

● Stick 4 Gallery Walk Starter Texts (appendix) on the walls of the classroom. Place the Quick Fire Quiz text near the board for modelling the activity to the class.
● **TIP!** If you have a large group print more than one copy of the texts to prevent too many teachers being crowded around one text.
● Hand out the Gallery Walk Reading Grid (appendix) to teachers, or ask teachers to draw the grid in their Notebooks.
● Draw the grid on the blackboard.
● **Say:** We've already seen two starters today called **Gap Fill** and **If this is the answer, What is the question.** We will now read about 2 more called **Diamond 9** and **Quick Fire Quiz**.
● **Ask:** Can you see where I have stuck the remaining texts?
● **Say:** I am going to read about 'Starters' and fill in the information from the text into the grid on the board.
● **Model:**
  - Go to the Quick Fire Quiz text on the wall nearest the blackboard.
  - Read the text aloud and fill in the answers on the blackboard so teachers understand what they need to do.

Activity name	What do learners do in the activity?	Benefits of the activity
Quick Fire Quiz	*Learners answer questions written on the board or read by the teacher.*	Questions can be simple factual recall, mental maths, or multiple choice.

> **Modelling Box: Instruction Checking Questions**
> Before students start doing the activities teachers must give instructions clearly and concisely. After they have given instructions, teachers need to check learners have understood them. They can do this by asking *instruction-checking questions (ICQs).* They should nominate specific students to answer.

● **Instruction checking questions**: **Say**: I am going to give you an example of how to check your learners have understood your instructions when in class. I will model a technique called

Instruction Checking Questions. Often when we want to check understanding teachers often say, "*Do you understand?*" or "*Do you get it?*" Learners often reply "*Yes*" even when they do not understand. One way I check if learners really understand is to ask learners what they think they have to do. To check understanding I might use Cold Call, this means calling a learner's name so that they can give their answer.

- **Cold Call** on teachers (ask teachers not to put their hand up, but select teachers at random to share their responses):
  - *Where are you going to read the texts (Name a teacher)? (Answer: On the wall)*
  - *What are you going to write in the first column (Name a teacher)? (Answer: The name of the starter activity)*
  - *What are you going to write in the second column (Name a teacher)? (Answer: The learners' activity)*
  - *When are we going to fill out the last column (Name a teacher)? (Answer: After the gallery walk)*
- Once you have completed the instruction checking questions, pick up a reading grid and a pen and hold it in front of you. Tell teachers to stand up and hold only their reading grid and pen in front of them so you can see it.

2.3 Gallery Walk: Reading (15 minutes)

- When all teachers are standing with their pen and reading grid in their hands **say**: You have 10 minutes to read the texts on the wall.
- **Stretch Task**: Write on the board the following questions: How would you use the gallery walk in your class? What are the challenges? How could you overcome them?
  - **Say**: If you have finished, complete the stretch task by answering the questions on the board.
- Encourage teachers to spread out across the room and read the texts.
- **Monitor** teachers and ensure they are completing the grid correctly.
- Give teachers regular time reminders e.g. 7 min left, 5 min left…
- After 10 minutes tell teachers to return to their seats
- Ask teachers to work in pairs and discuss how they could use one of the starters activities they read about in their lesson (5 minutes).

Remind teachers to mix up girls and boys when working in pairs or small groups. This allows girls and boys to mix, collaborate, check in with each other, ask questions and reflect together. Even a 1-minute Think-Pair-Share can give students the opportunity to speak, be heard and integrate concepts.

3.1 Micro-teaching: Set up and preparation (15 minutes)

Activity Box: Planning Starters using Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a small group of other teachers during a training session. Teachers are put into small groups to plan their micro-teaching lesson on the same topic. Next, teachers are put into groups other teachers they have not worked with before to deliver their micro-teach lesson. See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-teach.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D

Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

- Arrange teachers into groups of 3-4 teachers depending on the size of the class.
- Give each group one of the <u>Starter activities</u> <u>from the handouts</u>
- **Say:**
  - o You are going to teach a starter activity about creating inclusive classroom environments.
  - o First, you must prepare your starter together in your groups. Write down any misconceptions that you think learners may have. By uncovering and thinking about these now we can effectively plan for them to be overcome.
  - o Then, you will teach it to another small group of teachers in the class.
  - o I want you to use a basic version of the PEAS lesson plan template.
  - o Draw on the board to show teachers the template, either make and print copies of it or get teachers to copy in their notebooks.

Time	Teacher activity	Learner activity

- **Say:**
  - o Your starter activity can be about creating inclusive classroom environments. For example, how to encourage all students to feel confident and participate in class and how to check the understanding of all students in the class. You can choose as a group your area of focus. <u>Your activity must not be longer than 5 minutes.</u>
  - o You have 10 minutes to prepare and write out your plan.
  - o Once you have written your plan get one person to practice teaching it to the group so you can check your instructions and that the activity works.
- Manage preparation time and make sure groups are on task and have prepared their activity and they get to practice it in their group.. Always use a timer and visibly check the time to enforce the expectation.

3.2 Micro-teaching (30 minutes)
- After 20 minutes when all groups have prepared their activities, put teachers into new groups of ABC or ABCD, depending on the size of the class, so each teacher in the group has prepared a different activity.
- You will need to make sure each teacher has a flip chart or manila to use as a board.
- **Ask** teacher A to stand up in their groups.
- **Say**: 'You have 5 minutes to teach your activity'.
- It is important you make sure teachers are delivering their activity in 5 minutes. Use a timer to ensure you keep to time. Count Down '*You have 3 minutes left, 2 minutes left, 1 minute left*'. Many teachers will struggle with timing as it is the first time they have had to micro-teach.

- During the micro-teach walk around the room and **intentionally check and monitor** to make sure each teacher is on task. If a teacher is struggling, give them a small prompt e.g. '*which of the five starters are you using*'.
- After 5 minutes call out teachers to stand up and repeat the activity until all teachers have taught to their group.

Step 4: Debrief (10 minutes)

4.1 Whole class debrief
- **Praise:** teachers for their hard work and contribution.
- Keep teachers in their micro-teaching group.
- Ask teachers to give each teacher in their group feedback. Write on the board:
    - *What went well?*
    - *How can you improve the activity?*
    - *What would you change in this activity to ensure that all learners are included e.g. pupils who find it difficult to read?*
- Tell teachers to only comment on the activity and not on the teacher. Tell teachers to be sensitive when giving feedback and remind them that this is a learning process.
- **Summarise:** Ask the class which starter activity they liked the most and why. Take a few answers but there is no need for all to contribute.

Step 5: Observation Set Up (5 minutes)

5.1 Observation Instructions (5 minutes)
- You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can use *Starters* in your lesson.
- This means you must prepare a **starter activity** for your observer to see. You should use one of the activities from today's session in your lesson observation.
- After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
- Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
    - The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
    - The 2nd observation will be a peer observation.
    - The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.

- **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
- **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
- **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
- **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix

Key information for the facilitator

Reviewing previously learnt material at the start of a lesson is a powerful way to improve retention of knowledge. Research has shown that:
- As time goes by the human brain forgets information it doesn't need; however, information we retrieve from our memory becomes a stronger memory once it is recalled and, therefore, more easily retrievable in the future.
- This can help prepare learners for later summative assessments, such as UCE exams, because learning has been regularly recalled.
- It also helps students do more complex tasks, as they have stored information in their long-term memory, which means they don't have to start from scratch every time they try to solve a problem.

For this reason, PEAS prioritises Starter activities in its lesson plan pro-forma because it is essential that learners regularly revisit previous learning. Further research has found that the most effective starters:
- Take place at the beginning of each lesson and recall the last lesson
- Last 6-8 minutes
- <u>All</u> learners are fully engaged in this work and recall the prior learning (asking questions to the class and only 1 or 2 learners answering is not effective and will not allow you to understand if enough pupils have remembered the content before moving on)
- **Independent written activities** work more effectively because they force all pupils to engage in academic thinking independently from the very start. This makes sure all learners are focused on their work within the first 8 minutes.
- Feedback to answers can be quickly checked by learners or as a whole class

HAND OUT 1: Quick fire quiz

Quick Fire Quiz:

The teacher writes a series of pre-prepared questions on the board (5-10). Learners are given a time limit to answer the questions independently in their notebook. The teacher **Cold Calls** on equal numbers of boys and girls to give their answers. Learners check which they got right.

Students can swap answers to check or peer mark. Note that this can take a lot of time, therefore it is often more time efficient if students can see the answers all at once to check rather than wait for each to be read out. Remember a starter should be no more than 6 minutes long. It's important that the teachers gather valuable data from the starter to inform the rest of the lesson and afterwards discuss common mistakes or misunderstandings before moving on to new content.

The benefit of this Starter is that the questions can be simple factual recall, mental maths or multiple choice.

Starter Activity:
1. What is the organ system?
2. Name the parts of the digestive system.
3. What happens to enzymes at low temperatures?
4. What happens to enzymes at high temperatures?
5. What does amylase do?

Gap fill

In this starter activity the teacher prepares a text or a resource with missing information.

In a starter like this, one benefit is learners can generate answers and then check their notes if they were right, silently and privately. They can repeat this multiple times.

Another benefit is any number of resources can be used – missing words in text, blanked diagrams, cue cards with answers on the back, maths questions with answers kept separately.   A variation on this may be for lower ability learners to be given key words but in the wrong order to support them completing this task. Likewise, higher ability pupils may not need to be given the keywords but the expectation for them to be used is clear.

👫 All students have different learning styles. There are many different learning styles, including learning by working in pairs or groups, through discussing and debating topics, using pictures and diagrams, reading and writing words, or working individually. This activity appeals to those learners who enjoy learning through reading and writing. It's an inclusive teaching practice, as teachers can differentiate it according to their students' needs.

Volcanos
A volcano is a _____ formed from _____ and which has been forced through a hole in the earth's   _____.

Word	Meaning
	consisting of or resembling dung or faeces.
Sesquipedalian	
	the abatement of a fever (cease boiling)
Eucatastrophe	a sudden and favourable resolution; a happy ending.
Commensalism	
	inability to recognise faces of familiar people.

Word	Meaning
Stercoraceous	consisting of or resembling dung or faeces.
Sesquipedalian	characterised by long words; long-winded.
Defervesence	the abatement of a fever (cease boiling)
Eucatastrophe	a sudden and favourable resolution; a happy ending.
Commensalism	two organisms; one benefits; the other derives neither benefit or harm
Prosopagnosia	inability to recognise faces of familiar people.

If this is the answer, what is the question?

The teacher writes a series of pre-prepared answers (5-10) on the board (to a set of questions linked to the previous lesson's learning). The students will then need to work out what the questions are to fit with the answers on the board. Give no more than 5 minutes for the students to independently write their answers.

After 5 minutes, the teacher **Cold Calls** on girls and boys to give their questions (but the teacher randomly selects an equal number of boys and girls). Learners mark which they got correct.

When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, <u>students should not be asked to stand up when answering questions</u>. Students should feel encouraged to participate, even if they feel the answer, they share may not be correct.

Misconceptions are likely to arise, particularly when students are planning the questions, so it is important that the teacher pauses and addresses this misconception. It's important that the teachers gather valuable data from the starter to inform the rest of the lesson and afterwards discuss common mistakes or misunderstandings before moving on to new content.

The benefits of this starter is that it forces students to think in a different way to normal – where they usually provide answers to questions. Students are encouraged to think of all the possible questions associated with that answer, therefore, the likelihood of misconceptions arising is high.

Starter Activity: If this is the answer, what is the question?
1. Erosion
2. Deposition
3. Transportation

Example Answers: If this is the answer, what is the question?
1. What is the process that wears away the riverbed and banks
2. What is the process when the sea loses energy, dropping the material it has been carrying?
3. What is the process of moving objects from one place to another.

<u>Ranking Statements in a Diamond 9</u>

The students are given 9 statements. This can either be written on the board or it can be inside an envelope and given to students to sort. These statements can also be facts or anecdotes that represent a variety of concepts, opinions or perspectives.

Students are instructed to rank each statement and arrange them in a diamond formation. The criterion for ranking can be simple and general like "importance, relevance, significance" or it can be content specific. Students can draw the diamond boxes in their books (see template right). Students must then write / place the statement with the highest priority at the top of the formation and the least important statement at the bottom. The second, third and fourth row consists of statements that are ranked with descending priority, with each row having two, three and two statements respectively (See orange diagram right).

Stretch Activity: Students who have finished early should write a justification for their for the ranking (usually just the most important and least important).

A diamond 9 is an effective way to spark curiosity about a topic that will be discussed during the lesson. It encourages active participation of every student. It helps them to prioritize information and clarify thoughts and enhances their ability to focus, reason and reflect on the information presented. As students are expected to justify their choices, presentation and debating skills are facilitated.

Worked Example: Geography Statements about Population Control.
Encouraging a higher age for marriage
Providing adult literacy classes and free libraries in towns and villages
Improving education standards and treating girls and boys as equals
An education programme detailing the benefits of having similar families
Only allowing maternity leave for the first two children
Vaccination programmes to improve child health
Providing free contraception & advice
Reducing infant mortality i.e. people no longer need large families
Land reform – redistributing land to ensure all are self-sufficient

Task: Students would sort these statements onto a diamond diagram to show how significant each strategy is to reduce population growth.

Activity name	What do learners do in this activity?	What are the specific benefits of using this starter activity?	How would you adapt it to one of your lessons?
1			
2			
3			
4			

Top 10: Manual 3
Lessons provide regular and extended opportunities for independent practice

SESSION 3: Lessons provide regular and extended opportunities for independent practice

👫**The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive.** By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 hours
Session Overview

This session focusses on Top 10 3 **Independent Practice** and plenaries.

The session begins with a starter activity because it is good teacher training practice to model what was covered in the last CPD session. This is followed by **Observation Reflection** which gives teachers a chance to share their learning from their last observation.

The session begins with a focus on independent practice and asks teachers their opinion on some key questions about independent practice. This is then followed by a demo-lesson in which the trainer introduces the concept of a plenary activity. Teachers then work in small groups and are each given a different plenary activity to complete in their groups. Once they have completed their plenary activity, they then present their finished work to the group.

Learning outcomes:
By the end of the session teachers will be able to:
- Understand the purpose and features of independent practice.
- Understand what makes effective independent practice.
- Be able to use 4 new strategies to improve independent practice in the classroom.

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activity	Review Top 10 #1 and #2	Board work Notebooks	5
	1.2. Learning Outcomes	Reading learning outcomes		3
	1.4 Independent Practice	Two corners	Space of classroom	15
2) THE MAIN IDEA	2.1. Demo Lesson	Independent Practice – Top 5 tips		5
	2.2. Activity Set up	Writing demo-lesson questions on the board	Prop	15
	2.3. Demo Lesson	Activity set up and modelling	Prop	20
	2.4 Feedback	Cold Calling for reflection		15

3) TEACHING LAB	3.1. Plenaries practice	Each group to prepare a plenary activity	Notebooks Plenary Handouts Manila Paper	30
4) DEBRIEF	4.1. Whole class debrief	Modelling the use of an exit ticket	Small pieces of paper for each teacher	5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials:	Preparation Checklist:
- Demo teacher prop (piece of clothing, such as a hat) - Manila paper and marker pens for groups - Exit tickets (paper cut into small pieces to give each teacher)	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling box (below). - Clearly display the Learning Outcomes. - Pre-written starter activity on the board - Prepare the room for Two Corners activity so teachers can easily move from one side of the room to another - Consider classroom set up for demo lesson.

🔗 **PEAS Top 10 for Teachers**

Top 10 No.3: Lessons provide regular and extended opportunities for independent practice ("You do")

🔗 **PEAS Lesson Observation Matrix**
- **Planning and preparation** > *1.2 The main activity has been planned around I do / We do / You do gradual release model.*
- **Planning and preparation >** *1.3 The lesson ends with a clear and meaningful Plenary.*

🔅 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **5 specific teaching techniques**: **Stretch Activities** (page 89), **Intentional Monitoring** (page 89) **and Success Criteria** (page 89), **Effective Marking** (page 89), and **Exit Tickets** (page 93).

When you see the modelling symbol (🔅), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (25 minutes)

1.1 Starter activity (5 minutes)

- Before the lesson **write** the following instructions on the board (not the answers):
  - *Write down the 5 lesson stages on the PEAS lesson plan.*
    - ✓ Starter, I do, We do, You do, Plenary.
  - *Write 1-3 factors that make a successful Starter activity.*
    - ✓ 6-8 minutes, written activity, all learners complete
  - *Challenge: Name two starter activities.*
    - ✓ *Quick quiz, gap fill, if this is the answer, what is the question?, Diamond 9*
- 🔗 Tell teachers that this is an example of a starter activity (Top Ten #2). Tell teachers they have three minutes to write down the answers to the questions on the board.
- **Cold Call** on teachers to share their answers and correct any misconceptions.

👫 When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, <u>students should not be asked to stand up when answering questions.</u> Students should feel encouraged to participate, even if they feel the answer, they share may not be correct.

1.2 Learning Outcomes (3 minutes)
- Put up the PEAS 5 stages of lesson planning on the wall from CPD session 1 and remind teachers of the different stages: Starter, *I do, We do, You do*, Plenary.
- **Say:** In today's session we are going to look *at independent practice*. By the end of the session today you will have covered every stage of PEAS 5 stage lesson plan.
- **Write** the Learning Outcomes in the corner of the board or on flip chart paper or manila before the session begins.
- **Point** to the Learning Outcomes and go through each one ensuring teachers understand.

1.4 Independent practice (15 minutes)

Activity Box: Two Corners
Two Corners activity is designed to get participants energised for the session. You should mark one corner of the room 'True' and the other side of the room 'False'. You then read a question out and the learners move to the corner of the room if they think the statement is true or false.

If there is little space, you could ask participants to stand up or sit down or hold up one finger for 'true' or two fingers for 'false'. If they remain seated, be sure they close their books.

TIP! All participants should reveal their answer at the same time. A teacher might say 'show me your answer in three…two… one… now'.

- <u>Cold Call</u> on 1-2 teachers (ask for no hands up, randomly select teachers): **What is meant by independent practice?**
  - ✓ *Working independently alone or in pairs and groups. Today we are focussing on working alone. It can mean textbook exercises, tasks set by the teacher, writing activities, an experiment, maths exercises etc.*
- Ask participants to close their books and stand up in the centre of the room.
- Tell them you are going to model a teaching technique called **Two Corners** (read the activity box for more info)
- **Say**: **Two Corners** is designed to get learners energised for the session. I will read some statements about independent learning. If you think the statement is true, you should go to

this corner of the room; if you think the statement is false, you should go to the opposite corner.
- If there isn't the space or time – make the adaptations shown in the activity box.
- **Cold call** on teacher(s) to check they've understood the instructions (call on teachers at random, rather than selecting those with their hands up)
- Read the first statement: *Independent practice should connect with the lesson outcomes.*
- Repeat with the other statements
  1. Independent practice should connect with the lesson Outcomes. (True)
     - ✔ *This is the stage of the lesson when **learners must be able to achieve the Learning Outcomes**. All learners must be able to achieve the learning objective independently during the You Do phase.*
  2. Independent practice should be at a higher level than the learners and difficult to achieve. (False)
     - ✔ *It should be at the learners' level and achievable. If the teacher has managed guided practice well, the learners can do the exercises and get most answers correct. By the end of the task learners should have achieved **mastery**. This will give them a sense of progress and achievement and motivate them to learn more.*
  3. *Learners should do independent practice one week after guided practice. (False)*
     - ✔ *Learners should do independent practice as soon as possible after guided practice (usually during the same lesson); they will make fewer mistakes and feel a sense of mastery and progress.*
  4. Learners do not need feedback on independent practice. (False)
     - ✔ *Learners need to know how they have performed and why they have made mistakes. Feedback should be precise, and should praise efforts as well as achievements.*
  5. It is a good idea to have **stretch activities** ready for early finishers. (True)
     - ✔ *Yes, some learners may finish more quickly, and this is an opportunity for them to learn more. It will also stop them from becoming bored and disruptive. Any extension task should not be just a task to keep learners busy but also engage them further in learning.*
  6. Girls need to do more independent practice than boys (False)
     - *Girls and boys should both be given many opportunities to do independent practice.*
  7. The teacher does not need to monitor the learners during independent practice. (False)
     - ✔ *Teachers need to monitor all learners to be sure they are on task and to check they are achieving mastery. Teachers need to know what all learners are doing and be approachable if learners need help.*
  8. The teacher may need to stop the learners during independent practice, to guide or deal with a problem if many of the learners are making the same mistake. (True)
     - ✔ *Yes, this is why the teacher needs to monitor independent practice.*
  9. The teacher should tell the learners if talking is allowed or not during independent practice. (True)
     - ✔ *Yes, if the task is collaborative, then learners will talk but if the teacher wants them to concentrate and work independently, then talk may be prohibited. Some learners may find it difficult to work independently with a lot of noise around them. Seating arrangements can also encourage or stop learner talk, e.g. sitting around tables will encourage it while sitting in rows will discourage it.*
  10. *Teachers should give all learners the same exercises to do. (False)*

- ✓ *Not all students learn at the same pace or in the same way. It is vital for the teacher to differentiate the independent practice. . The aim is for all learners to achieve the objective; they can do this in different ways and to different levels using different exercise types e.g. giving key words, writing frame, direct teacher support during circulation.*
- **Praise:** teachers for their excellent contributions and discussions and summarise what the group achieved in the task.
- **Ask** teachers to return to their desks. Remind them that Two Corners is a good strategy to use in their classrooms to engage learners in a discussion. Tell them that students do not need to get out of their desks, but they instead show "True" or "False" by putting their thumbs up and down, or any other alternative.

👤👤 Student-centred lessons require teachers to adapt to their teaching to the needs of students. Teachers should be aware that some students may not be able to or feel comfortable standing during the lesson. If this is the case, the activity should be adapted as above. To create an inclusive classroom environment, teachers should get to know their students well and how to best to support each and every one.

Step 2: The Main Idea (40 minutes)

Demo lesson: Plenary – Independent Practice Top 5 tips

Activity Box: Demo-lesson

A demo lesson is an activity in teacher training where the trainer gives a demonstration of a lesson or an activity in a lesson. The teacher should wear a prop, hat or a scarf or another kind of prop, to show they are in a demo.

During a demo lesson there are observers (observers watch and do not participate) and participants (pretend learners). They can be arranged in the classroom in the following way.

2.1 Activity set up: (5 minutes)
- Pre-write the observation questions on the board or flip or manila and place on the wall.
  - *How does the teacher set the expectations to the class?*
  - *How does the teacher differentiate the activity?*
  - *How does the teacher assess the class at once?*
  - *How does the teacher give feedback to the whole class?*

- **Split** the room into two groups. For example, if there are 20 Teachers, 10 Teachers sit around the outside of the room, and 10 Teachers sit in the middle.
- **Say:** I am going to model how to do effective independent practice. I want you to imagine that we have completed the "I do" stage of the lesson where teachers have modelled a concept, and we have just finished the "We do" stage of the lesson where the learners were guided by the teacher to understand the concept or complete the activity. I am now going to demonstrate how the teacher should deliver independent practice.
- **Say**: When we do teacher role-plays in training, I will wear this prop to show that I am in 'teacher mode'. Put on your prop (hat, scarf etc.) When I take it off the demo is finished
- **Tell** the teachers in the middle of the room 'you are going to be learners'. Tell the teachers on the outside 'you are <u>not</u> part of the demo you are observers'.
- **Point** at the teachers sitting in the middle of the room and **Ask:** Who are you? (learners). **Point** at the teachers sitting around the outside of the room and **Ask:** who are you? (Observers). Put on your prop and **Ask:** Who am I? (Demo-teacher). Take off your prop and **Ask:** who am I now? (Say your name). Repeat until the teachers understand their roles.
- **Point** to the pre-written observation questions on the board. Tell the observers while they are watching the demo they should answer these questions on the board. Give observers a minute to read the questions.
- **Say** to the teachers in the middle 'you are not observers, so you do not need to answer the questions'.
- **Say**: During the demo lesson, I am going to briefly model each of the Top 10 strategies we will learn about today; **stretch activity, success criteria; intentional monitoring** and **effective marking.** These are all strategies that you should try to include whenever you do independent practice in your classrooms, to ensure that it is effective and drives the learning of your students.
- If time allows, you can read out the information in the modelling box to explain each strategy.

Peas

- When everybody is ready, start the demo lesson.

☀ **Modelling Box:** During the demo lesson, you will model the following strategies.

Stretch Activity:
Students of different abilities work at different paces. This means that when the teacher sets an independent activity, some students are likely to find it easier than others and, therefore, will complete the task before others. A stretch activity should be provided by the teacher to ensure that all students – those of high and low ability - spend the entirety "you do" section actively learning.

Success Criteria:
Success criteria are a visual way to show students what steps they need to take to be successful in meeting the learning outcomes. Teachers who help their students understand what success in this topic looks like will help students to reflect on their work and push themselves to improve.

Intentional Monitoring
Whilst students are completing an independent task, the teachers circulate the classroom, monitoring, collecting and responding to student data in real time. The teacher will check each student's notebook against a success criteria or an exemplar piece of work that they have prepared before the lesson.

Effective Marking:
Marking is one of the most effective ways to improve progress and guide students during their independent practice. There are different approaches to effective marking: self-assessment, live marking and written feedback.

Procedure: Demo lesson (20 minutes)
Activity set up and modelling
- **Say:** The class have been learning about PEAS Top 10 and how to engage students in independent practice. This is a strategy that can be used in any lesson. Remember your learners will not be learning about the PEAS Top 10 but will be focused on your subject content.
- Put on your prop (a hat, scarf or other item to show you are in 'demo mode')
- Teach to the group in the middle of the room.
- **Say:** So far in our lesson today, we have worked together to understand why independent practice is important. I have been impressed with the focus of the class this afternoon. Following the guided practice, we are going to move on to independent practice where learners work on their own to complete the activities.
- **Write on the board:**
  - Independent Practice: Write in your notebooks 5 top tips for teachers to bear in mind when doing independent practice.
  - Stretch Activity: Explain why you have chosen each top tip and how it impacts on student learning and progress.
- ☀ **Write on the board a success criteria:**
  - I have worked silently and independently
  - I have written 5 top tips for independent practice
  - I have written 5 top tips in full sentences with the correct punctuation
  - I have clearly justified why I have chosen each top tip
  - I have explained how each top tip impacts student learning and progress

- **Check** teachers understand what a Top tip is (cold call on a teacher at random)
- ☀ **Say:** I would like you to work individually and write the 5 top tips for teachers when doing independent practice. Look on the board, you will see a **success criteria** which highlights what is expected of you during the independent work. When you have finished this, I would like you to complete the **stretch activity** that I have written the board.

Activity (10 minutes)

- ☀ **Before the activity starts, Say:** While you are doing this independent practice, I am going to model a useful teaching technique that you can use in the "You Do" part of your lesson. It is called **intentional monitoring.** This technique allows teachers to circulate the classroom, providing purposeful feedback to every student in a timely manner during the "you do" part of the lesson. Whilst students complete the independent task – as you will do now – the teacher circulates, monitors, collects and responds to student data in real time. Usually, the teacher will prepare an exemplar piece of work prior to the lesson which represents the best a student could achieve in the lesson (i.e. a model answer or success criteria). The teacher's circulation should be based on this example. You have 5 minutes; I will be circulating while you are completing this independent practice.

Feedback (5 minutes) – Self Assessment

- **Count down** when there is 30 seconds left.
- **Say:** Once students have finished independent practice, it is important for the teacher to check all students' understanding and give them feedback – feedback can either be immediate or delayed depending on which type of effective marking the teacher decides to use. I will now model Self-assessment.
- ☀ **Say:** I am now going to read out the *best* top tips. You will **self-assess** your own work ticking those you got correct and adding or changing those that aren't correct.
- **Read**:
  - o Independent practice must connect to the learning outcomes.
  - o By the end of the task learners should achieve mastery.
  - o There should be an extension task for those who finish early.
  - o The teacher should monitor both girls and boys during the activity.
  - o The teacher should give feedback.
- **Important:** It is important for the teacher to identify any misconceptions. One way of doing this could be to ask the teachers to raise their fingers to show how many of these top tips they got correct. That way the teacher can identify how many students have a strong understanding.
- **Praise:** the class for their hard work and commitment and pick out one or two things they did really well

2.2 Feedback: (15 minutes)
- Take off your prop and **say**: the demo-lesson is now over.
- **Say:** this was an example of how to do independent practice. I would like you to now answer some questions about independent practice
- Put teachers into pairs. Match one Participant and one Observer together. Tell Observers to report back what they saw to their partner (participant) and their answers to the questions on the board. Think strategically about the pairings so that weaker teachers are paired with a stronger teacher (10 minutes)
- **Cold Call** the answers to the observer's questions on the board with the whole training group (5 minutes). Choose pairs at random to answer different questions.
  - *How does the teacher set the expectations to the class?*
    - ✓ The teacher sets the expectations by providing a success criteria, a guide which students must follow during their independent practice. The students

are also reminded to attempt the stretch activity once they have completed the main task, and guidance for this is included in the success criteria.

- *How does the teacher differentiate the activity?*
    - ✓ The teacher provides a stretch activity which is written onto the board before the independent practice beings. Students are reminded to take ownership over their learning so that as soon as they are finished with the main activity, they know that they need to move onto the stretch.
- *How does the teacher assess both girls and boys at the same time?*
    - ✓ The teacher assesses both girls and boys in two ways. Firstly, the teacher uses intentional monitoring to check the understanding of the whole class. They do this by circulating the classroom, reading student work and identifying any misconceptions. Secondly, once the independent activity is complete the teachers are asked to put up their fingers to show how many they answered correctly. In this way the facilitator knows what percentage of the class answered correctly and whether any content needs to be retaught. The teacher could ask for students to do this with their eyes closed, meaning that all students – particularly girls – feel confident to participate.
- *How does the teacher give feedback to the whole class?*
    - ✓ The teacher gives feedback in two ways. Firstly, during intentional monitoring the teacher circulates the room and responds to student work by posing questions and asking students to change or improve their work. Secondly, the teacher provides the answers so that the students can self-assess their work. Following this assessment, the students raise their hands to show how many they scored correctly. If the teacher notices that more than 50% of the students have failed to meet the success criteria, then they will pause the lesson and reteach the concept or replan their next lesson to re-teach the concept again.

Step 3: Teaching Lab (35 minutes)

3.1 Micro-teaching: Set up and preparation (15 minutes)

Activity Box: Planning Starters using Micro-teaching
Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a small group of other teachers during a training session. Teachers are put into small groups to plan their micro-teaching lesson on the same topic. Next, teachers are put into groups other teachers they have not worked with before to deliver their micro-teach lesson. See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-teach.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C

Teacher D	Teacher D	Teacher D	Teacher D

- Arrange teachers into groups of 3-4 teachers depending on the size of the class. Give each group one of the gallery walk strategies.
- **Say:** We are now going to practice the different stages of independent practice:
  - ✓ Writing a success criteria.
  - ✓ Writing a stretch activity.
  - ✓ Intentional Monitoring.
  - ✓ Effective Marking.
- **Say:** First you will plan a short task for independent practice – checking learning of teachers on the any area of independent practice that we have covered today. Second, you will plan how you will deliver this practice effectively by using one of the following strategies: **success criteria; stretch activity; intentional monitoring** or **effective marking**. You can write a script or plan the activities. You will then teach it to another small group of teachers in the class.
- I want you to use a basic version of the PEAS lesson plan template
- Draw on the board to show teachers the template, either make and print copies of it or get teachers to copy in their notebooks.

Time	Teacher activity	Learner activity

- **Say:**
  - o <u>Your activity must not be longer than 5 minutes.</u>
  - o You have <u>10 minutes to prepare</u> and write out your plan.
  - o Once you have written your plan get one person to practice teaching it to the group so you can check your instructions and that the activity works.
- Manage preparation time and make sure groups are on task and have prepared their activity and they get to practice it in their group. Tell the class '*You have 5 minutes left'* '*You have 1 minute left'.* Always use a timer and visibly check the time to enforce the expectation.

👫 Remind teachers to design an activity that is gender inclusive, and supports students of different abilities, backgrounds, and interests.

3.2 Micro-teaching (20 minutes)
- After 15 minutes when all groups have prepared their independent practice, put teachers into new Groups of ABC or ABCD, depending on the size of the class, so each teacher in the group has prepared a different activity.
- You will need to make sure each teacher has a flip chart or manila to use as a board.
- **Ask** teacher A to stand up in their groups.
- **Say**: 'You have 5 minutes to deliver your independent practice, focusing on the strategy you have been given.
- Make sure teachers are delivering their activity in 5 minutes. Use a timer to ensure you keep to time.
- **Count Down** '*You have 3 minutes left, 2 minutes left, 1 minute left'*. Many teachers will struggle with timing as it is the first time they have had to micro-teach. Micro-teaching helps teachers to become more efficient at giving instructions and managing tasks.

- During the micro-teach walk around the room and intentionally check and monitor to make sure each teacher is on task. If a teacher is struggling, give them a small prompt e.g. '*How are you going to check for feedback of the whole class***?"**
- After 5 minutes call out teachers to stand up and repeat the activity until all teachers have taught to their group.

Step 4: Debrief (5 minutes)

4.1 Debrief (5 minutes)

> 🔆 **Modelling Box: Exit Tickets**
>
> An exit ticket is a simple, 3-5 minute task for the end of the lesson, which tells the teacher whether students have understood the lesson's objectives. A good exit ticket must:
> - Include all aspects of the lesson
> - Cater for all abilities
> - Be quick to answer
> - Be quick to mark

- **Say:** In today's lesson we have looked at how to do effective independent practice.
- Hand out one small piece of paper to each teacher (it can be the size of a small square (roughly the size of your hand).
- 🔆 **Say:** I am going to model the Top 10 Strategy **Exit Tickets.**
- **Write** on the board:
  - Name two things that make effective independent practice
  - Name two strategies that you will use during independent practice next week.
  - Explain the purpose of independent practice.
- **Say:** I would like you to answer the questions on the board on your piece of paper. You will hand me these pieces of paper as you leave the CPD after the observation instructions are given. I will look through the pieces of paper and check that everyone has answered these questions correctly. If many of you answer incorrectly, I will re-teach elements of this CPD next CPD session.

Step 5: Observation Set up (5 minutes)

5.1 Observation Instructions (5 minutes)
- You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can do independent practice in your lesson.
- This means you must prepare an independent task and use one or more of the strategies we have discussed today. You must ask your observer to come to observe you towards the end of your lesson to ensure they see the section on independent practice.
- After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
- Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  - The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.

- o The 2nd observation will be a peer observation.
- o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
        - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
        - ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
        - ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
        - ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix:

Key information for the facilitator

Independent practice is a necessary stage of the learning process for students to become fluent and automatic in a skill. When material is practised it can be recalled much quicker from students' long-term memory, and therefore doesn't take up any space in our working memory. When students become automatic in an area, then they can devote more of their attention to comprehension, application and problem solving.

"You do" questions should be planned based on what learner have been taught. These should not be taken directly from a textbook; they need to be linked to the lesson's learning outcomes and be the right level of challenge for the student.

After guided practice (We Do), students need opportunities to practice a skill independently to commit it to long-term memory. Independent practice is essential to consolidate a particular skill. To be effective, the independent practice should relate directly to what has just been taught by the teacher.

Plenary is an activity that is held at the end of the lesson to consolidate learning. It needs to be planned carefully because it is an opportunity to assess learners' learning from the session and to clear up any misconceptions or misunderstandings.

Intentional Monitoring.

What does it look like?
Whilst students are completing an independent task, the teachers circulate the classroom, monitoring, collecting and responding to student data in real time.

The teacher will check girls' and boys' notebooks against a success criteria or an exemplar piece of work that they have prepared before the lesson. Depending on the length of the activity, the teacher will spend a short period of time at each student's desk to ensure they reach every student in the class.

What is the objective?
This technique allows teachers to circulate the classroom, providing purposeful feedback to every student in a timely manner during the students independent practice (the "you do" part of the lesson). Using a success criteria is effective because the teacher can quickly monitor which students have achieved the success criteria and which haven't – allowing them to decide whether the concept needs to be retaught.

How is it inclusive of all learners?
The teacher will circulate the entire classroom during independent practice. This means that they will have the opportunity to check every student's work without needing to embarrass students who have not understood the concept or haven't been able to achieve the success criteria. There can be a tendency for girls to participate less in classroom discussions, so intentional monitoring gives teachers a chance to check that these students have understood the content.

During intentional monitoring, the teacher should monitor and respond to all students' performance, ensuring equal attention to both male and female students

Top Tip!
It is helpful to put the success criteria on the board before the independent activity, and while the teacher is circulating they can tell individual students which criteria they have achieved and which they still need to work towards.

HAND OUT 2: Success Criteria

What is the idea?

Success criteria are a visual way to show students what steps they need to take to be successful in meeting the learning outcomes. Teachers who help their students understand what success in this topic looks like will help students to reflect on their work and push themselves to improve. Success criteria can help students take ownership over their independent learning as they can:

- Use it as a reference when working independently if they get stuck
- Track their progress in using the success criteria to meet their learning targets
- Improve their understanding of a topic
- Identify their own achievements

What does it look like?

- The teacher needs to think about what students need to do to successfully meet their learning outcomes. For some skills and concepts there may only be one way to be successful and these may be done in a certain order. For other skills and concepts, there may be multiple ways to be successful.
- The teacher writes the "success criteria" on the board. This includes the key aspects that need to be included in a successful answer (this could be similar to an exam mark scheme or could be something the teacher develops collaboratively with the class).
- Students will then write the success criteria in their books (see examples below).
- Students are encouraged to continuously reflect on the success criteria and self-assess their work to see where they can improve.
- The teacher then circulates the room to check the success criteria is being implemented in pupil work (💡 Intentional Monitoring)

Examples of success criteria;

Success criteria for maths problem solving.

- I circle the information I need to solve the problem.
- I underline key words to understand the question.
- I choose what operations and strategies I need to use.
- I show all the word I did to solve the problem.
- I use words, numbers, and pictures to solve the problem.
- My work is neat and organised.
- I check my work for accuracy (working backwards if possible)
- I sense check my work – does the answer make sense?

Success criteria for persuasive English writing

- I write an introductory sentence.
- I use a connective in every paragraph.
- I have used a semi colon correctly.
- I have used a simile or metaphor.
- Used at least 2 persuasive devices.

peas

Hand out 3 – Stretching students.

What is the idea?

Students of different abilities work at different paces. This means that when the teacher sets an independent activity, some students are likely to find it easier than others and, therefore, will complete the task before others. A stretch activity should be provided by the teacher to ensure that all students – those of high and low ability - spend the entirety "you do" section actively learning. The aim is to encourage students to work for extended periods of time during independent work without relying on the teacher's constant input.

What does it look like?

1. The teacher needs to set high expectations of their students. They can do this by signalling to the class that once they have finished the main activity, they are expected to move onto the stretch task.
2. The teacher writes the pre-prepared stretch activity onto the board. This might be extra questions from the textbook, pre-written challenge questions or puzzles on the board (see examples below). These questions can encourage students to reflect on their learning by justifying or explaining why they have answered the main task in a certain way. Try to make sure these questions push the students in their learning (rather than repeat more of the same questions if they are getting these right or simply keep them busy)
3. When students complete a stretch activity, make sure they write "Stretch" in their books so the teacher can see those that are stretching themselves more.

Example:

In a maths lesson, students are working independently to find percentages of amounts. The teacher writes "stretch" on the board and then writes "Write down as many questions related to percentages of amounts that would result in the answer 32. An example might be "What is 50% of 64?".

When students complete the main task, they would write <u>stretch</u> in their books and complete this work.

Providing this type of 'stretch' question is never-ending because there are endless answers and asks the student to work backwards, putting their new skills in action in a more challenging way. The teacher encourages the student to come up with the most challenging question they can think of!

Effective Marking

What is the idea?
Marking is one of the most effective ways to improve progress and guide students during their independent practice.

How does it work? There are different approaches to effective marking. These approaches should be used interchangeably rather than the teacher relying on one strategy.

1. **Student Self-Assessment**: Where students evaluate their work to improve their understanding and independent learning strategy. Self-Assessment allows students to take control of their learning by setting goals, tracking progress and identifying areas for improvement. This approach is useful for enabling students to reflect on their work, but it doesn't provide the teacher with feedback on how students are progressing.
   This can be done in a variety of ways.
   o *Checklists*: students can ask themselves a series of questions to better understand their strengths and weaknesses.
   o *Goal Setting*: Ask students to set themselves a goal to improve their work.
   o Standard Answers: Students can mark their work with the answers given
   o *Underlining*: Ask students to underline the best/worst section of their work and explain why they think it's good/needs improvement.
   o *Success Criteria*: Students identify where they've met the success criteria

2. **Live Marking**: During live marking, the teacher selects a group of students and provides written feedback to them during the independent practice. Live marking is a targeted approach to marking because the teacher focuses on a specific area of the work, rather than the entire piece. The teacher then gives feedback on this area; either in the form of a challenge question; an action step; or underlining a piece of work that needs improvement. It is effective because it gives the teacher immediate feedback on the students' progress, without adding extra workload. For the students, it is helpful because it gives them regular, concise feedback and makes it easier for them to improve their learning.

3. **Written Feedback**: After the lesson, the teacher takes the students books and marks their independent practice. By doing so, they can identify what the misconceptions are as a whole class and replan the next lesson to reteach the content they have lower success with. The best practice is to provide pupils with an action step or a model on how to do the work successfully. Common practice might be to give the students a "What Went Well" and "Even better If".

Written comment example	What the learner might think	Better if written as
"Good"	A tick means that they like all of the work	"Great work on question 3"
"Wrong" or "X"	I'm rubbish at everything in this subject	"To find the answer you need to … Now try this question and show me your answer…" *teacher gives a new question*
"More detail needed"	What sort of detail?	"To get top marks include…Re-do this task below"
"Must try harder"	This is one of my best works it's in my best handwriting, I checked spellings and dates and completed 3 questions	"Good presentation. Complete 4-7 for homework"
"Develop these ideas further"	How?	"Develop these ideas further by including… Redo this task in your book"
"Use paragraphs"	If I knew how to write in paragraphs, I would have used them	"Use paragraphs. Paragraphs should be at the start of a new point. See where I have marked them in your work. Redraft this for homework"

Top 10: Manual 4a and 4b: Ask questions and involve all learners in answering

CONTENTS

SESSION 4 (a): Ask Questions, and Involve all learners in answering

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 hours
Session Overview

This is the first session in PEAS Top 10 Group 2: **Assessment and Feedback**. The session is split into two parts, session A and session B. In session A teachers are introduced to the concept of a **'Why Question?'** and explore the different purposes of questioning at different stages of the lesson. The session highlights that many students in PEAS classrooms are often unable to answer the teacher's questions because they are not engaged in the lesson, or they have not understood the teacher's instructions.

Two questioning techniques are introduced to address these issues:
- **ELICITING** a questioning technique to engage learners in the lesson topic and check their understanding.
- **INSTRUCTION-CHECKING QUESTIONS** to ensure students understand what they need to do. During the session the teachers have an opportunity to work in small groups and practise the two questioning techniques.

Learning outcomes
By the end of the session teachers will be able to:
- Identify the reasons teachers ask questions
- Link these reasons to stages of a lesson
- Understand two common reasons why some students are unable to answer questions in PEAS classrooms
- Learn <u>two</u> questioning techniques to ensure students are engaged and on task: **eliciting** and **Instruction-Checking Questions (ICQs)**

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activity	Teachers write down a question they asked today	Notebooks	5
	1.3. Learning Outcomes	Reading learning outcomes	Learning outcomes written on the board	3
	1.3 Sharing key terms with teachers	Share information about eliciting and instruction checking questions		5
2) THE MAIN IDEA	2.1. Activity Set up and Reading	Categorise the groups questions and identify when they will be asked in the lesson Identifying why and when teachers ask questions Think-pair-share why students are unable to answer questions	Board work	15
	2.2. Activity Feedback	Jigsaw reading: read about two questioning techniques: eliciting and instruction-checking questions	Reading handout 1 &2 in the appendices (page 10 & 11)	15
3) TEACHING LAB	3.1 Micro-teaching: Preparation and Set-Up	Practising using eliciting technique	Eliciting topics in appendices (page 12)	20

	3.2. Micro-teaching	Practising using ICQ technique	ICQ instructions in appendices (page 12)	20
4) DEBRIEF	4.1. Whole class debrief	Thumbs up learning outcomes		10
	Think-pair- share	Think-pair-share questions about eliciting and ICQs		5
5) OBSERVATION SET-UP	5.1. Observation Set-Up	Instructions for classroom observations	Observation process (page 13)	5

Materials:	Preparation Checklist:
• Flipchart or manila paper • Printed handouts for jigsaw reading activity 2.2. • Printed hand out questions for activity 3.1.	• Read Key Information for the Facilitator in the Appendix. • Read the information in the Modelling box (below). • Clearly display the Learning Objectives • Pre-written starter activity on the board. • Pre-written table for activity 2.1

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.4: Ask questions, and involve all learners in answering.

🔗 **Link to lesson observation matrix: ASSESSMENT AND FEEDBACK >** *2.1 The teacher asks questions and involves all students in answering.*

💡 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **4 specific teaching techniques Eliciting** (page 107), **Instruction Checking Questions** (page 108), **Thumbs Up** (page 109), and **Wait Time** (page 102)

When you see the modelling symbol (💡), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (13 minutes)

peas

1.1. Starter: Activity (5 minutes)

> 💡 **Modelling Box: Wait Time**
> Wait time is a strategy to help students produce better quality answers. It is achieved by the teacher posing a question and then waiting before asking / inviting a response from a student. During wait time the teacher can prompt the students to refer to their notes.

- **Write** on the board:
  - *Remember a lesson they taught a short time ago (today or yesterday).*
  - *Independently write down different questions they asked at different stages of the lesson (in notebooks)*
- **Say**: Look at the board and complete the short starter activity for 3 minutes.
- **Tell** teachers you will use their questions in a few minutes.
- **Write** *Why question?* at the top of a piece of flipchart paper.
- 💡 **Say:** "I am going to model a teaching strategy called **Wait Time**. This is a strategy that helps students to produce better quality answers. It is achieved by the teacher posing a question and then waiting before asking / inviting a response from a student. During wait time the teacher can prompt the students to refer to their notes.

> 👫 Giving girls and boys time to think before calling on someone to answer a question helps to create an inclusive classroom environment. Wait time gives slower paced or shy learners time to think before being questioned in front of the class. This is likely to increase participation of both girls and boys.

- **Say:** "So, why do we question?"
  - Pause for 30 seconds (it might seem like a long time, but it is important to allow time for teachers to think).
  - Now **Cold Call** on 3-4 teachers to give you a response. (Randomly select a teacher rather than choosing a teacher with their hand up)
- **Write** down their ideas on the flipchart so you have a list of reasons to question (5 mins)
- Ensure the list includes the reasons below, as well as other reasons the teachers come up with. Only list the reasons (below in bold), not the examples.
  - ✓ *Recall learning*
  - ✓ *Engage learners in the topic*
  - ✓ *Keep learners focused*
  - ✓ *Check understanding*
  - ✓ *Check learners understand key concepts*
  - ✓ *Check learners understand instructions*
  - ✓ *Probing*
  - ✓ *Assess learning*

1.2. Learning Outcomes (3 minutes)
- **Display** the PEAS Top 10 poster and tell teachers this term we will be looking at Group 2: Assessment and Feedback, and the next two sessions will be on asking questions and involving all learners in answering.
- **Write** the learning outcomes in the corner of the board or on flip chart paper or manila before the session begins.

- **Point to** the Learning Objectives and go through each one ensuring teachers understand.

1.3 Sharing Key Terms with teachers (5 minutes)
- **Read** the information below
- <u>Eliciting</u>: Eliciting is a technique which asks learners to provide information, rather than the teacher giving the information to students directly. It is often used at the beginning of the lesson to engage learners in the topic. The aim of *eliciting* is to generate knowledge or ideas from the group, or in the case where there is specific answer, to work collectively towards reaching an answer.
  - **EXAMPLE**: A chemistry teacher is teaching the application of Chemistry in our everyday life. She begins the lesson with a starter asking pupils to write down in their book 'what chemicals can you find at home'. Students write down 'cleaning products', 'medicine', 'petrol'. The teacher circulates and then asks pupils around the room to read out one of their answers. She writes their ideas on the board.
- <u>Instruction-checking questions</u>**:** Teachers often ask students to complete activities individually, in pairs, in small groups, or with the whole class working together. Before students start doing the activities teachers must give instructions clearly and concisely. After they have given instructions, teachers need to check learners have understood them. They should nominate specific students to answer.
  - **EXAMPLE:** Teacher: *I want you to work in pairs and write 5 questions about current & voltage.* (Example) Teacher: How do I want you to work?
  - (If students say in pairs, they have understood the instruction)
- **Say:** These are concepts we will use in this session.

Step 2: The Main Idea (25-30 minutes)

2.1. Activity: Set up (10 minutes) and Reading (5 minutes)
<u>Identifying why and when teachers ask questions</u>

<u>Board Layout</u>

1. Question	2. When do teachers ask questions? (beginning / middle / end)	3. Why do teachers ask questions?

- **Write** each of the three headings on the **board layout <u>above</u>** (Before session begins.)
- **Say:** Now we are going to categorise the reasons for the questions you wrote at the beginning of the lesson
- Go around each teacher and **ask** them to read out the questions they wrote at the beginning of the lesson (1.1) (see example of board layout below, from a physics lesson).
  1. **Write** up to 10 examples of teacher's questions on the left side of the board (as shown above). The facilitator should aim to get many different types of questions noted above in section 1.1
  2. **Ask** the teachers to categorise when each question is likely to be asked during a lesson, during the different *I/We/You* stages of the lesson. **N.B:** many questions can be asked at all three stages of the lesson, so it is useful during this activity to explore the different functions of questions.
  3. **Ask** the teachers to find the purpose of each of the questions. **N>B:** The group may not come up with example questions of all the reasons to ask questions, so read out the example below and see if the group can give a reason for the question.
  4. **What is the purpose of this question (Examples):**

peas

- o **Recall learning** *example: "Name three uses for electric current in your local environment we learnt in yesterday's lesson?"*
- o **Engage learners in the topic** *example: What are the different uses for electric current in your local environment?*
- o **Keep learners focused** *example: Do you agree or disagree with [insert learner who just gave a response]…pause for thinking time… [insert name of pupil who should respond]."*
- o **Check understanding** *example: We have learnt the difference between electric current and voltage? Alfred, please explain the difference.*
- o **Check learners understand key concepts** *example: Is voltage the flow of electric charge in a circuit? (In this example the question is wrong, so the teacher is checking the learners can understand the concept)*
- o **Check learners understand instructions** *example: "Do I want you to work in pairs or alone? … give thinking time with a pause then call a pupil's name."*
- o **Probing** *example: That is interesting, how did you work that out?*
- o **Assess learning** *example: Tell me two things you learnt in the lesson today?*

Board layout:

1. Question	2. When do teachers ask questions? (beginning / middle / end)	3. Why do teachers ask questions?
What is electric current?	*Beginning*	*To engage learners in the topic*
What is the difference between electric current and voltage?	*Beginning (starter activity)*	*To recall previous learning*

2.2. Activity: Feedback (15 minutes)
Why students are unable to answer questions (5 minutes)

- **Say:** A teacher might ask their students, "Have you understood?" and the students might reply "Yes", even though they don't understand the topic or the instructions. The teacher therefore needs to find a different way to check that students have understood.

This is not an inclusive teaching practice because it doesn't support teachers to understand the needs of all learners in their class. Almost all students will say "yes" even if they don't understand. Instead, teachers should ask a question that will allow them to demonstrate their understanding.

- **Read the question***: Why might students not understand a topic?* (pause for 30 seconds to give teachers time to think independently)
- **Re-Read the question***: Why might students not understand a topic?*
- Now **Cold Call** on a teacher to give you a response. (Randomly select 3-4 teachers to answer)
  - ✓ *Not listening*
  - ✓ *Not engaged*
  - ✓ *Learners of different abilities have not understood the content*
  - ✓ *The teacher has not checked understanding during the lesson*

- ✓ *The teacher has not broken down the information into clear steps for learners to digest.*
- ✓ *Have not received support to build their confidence or understanding*

- **Say:** The most common reason why students do not understand the lesson is because the teacher has <u>not sufficiently engaged all</u> students throughout the lesson

- <u>**Think – pair – share**</u>: **Write on the board**: *Why is questioning a powerful tool to ensure that learners are engaged and the teacher has useful data?*
  - o Give <u>1 minute</u> thinking time
  - o Give <u>2 minutes</u> to share in pairs
  - o Cold call on 2-3 pairs to share their answers (<u>4 minutes</u>)
    - ✓ *Ensures that all pupils must listen if they are to contribute*
    - ✓ *When using cold calling, girls and boys feel that they could be picked to answer a question at any time and so must be ready with an answer or thoughts.*
    - ✓ *Teacher can check that both girls and boys are understanding the content.*
    - ✓ *Teacher can check that girls and boys are not developing any misconceptions.*

To ensure that questioning is powerful, and it gives all boys and girls a chance to participate equally, teachers can:
- Take responses from equal numbers of boys and girls.
- Ask challenging questions to both boys and girls, fast-paced learners and slower-paced learners.
- If a boy or a girl gets an answer wrong, ask another student to help them. Don't make them feel embarrassed if they don't know the answer. Give praise for students supporting one another.
- Ask questions that connect the lesson to students' lives (this will help girls and boys stay interested and make the lesson accessible so that all students can participate).

Activity Box: Jigsaw Reading
This is a cooperative learning strategy which allows individuals or small groups to become responsible for a subcategory of a larger topic. After researching and developing their idea, each individual or small group then has the responsibility to teach it to the rest of the group or class.

Jigsaw Reading (5 minutes)
- **Tell** teachers they are going to learn about **two techniques** to engage learners and ensure they are on task.
- **Divide** the class into two halves.
- **Assign** each half one reading from the appendices, i.e., one half of the class = handout 1, the other half = handout 2
- **Ask** teachers to read the relevant information in their handout (5 mins) and answer the true or false questions independently (3 mins), compare answers in groups of three (2 mins)
- Give teachers a countdown (e.g. *'you have 3 minutes of reading time left'*) to ensure they keep to time.
- **Monitor**, support, and check answers as necessary
- **Divide** teachers into pairs (each pair should include one teacher from each half of the class, so each pair has read a different handout)

peas

- **Say:** We have five minutes of the activity left. The teacher who had Elicit will tell the other pair about this questioning technique for 2 minutes. Then, the teacher who had ICQ will tell their pair about this technique for 2 minutes.

Answers to handouts:
- Go through the answers with the teachers. **Cold Call** on teachers to share their responses (Ask for no hands up and randomly select teachers to answer the true and false questions.)

Handout 1: Eliciting
- ✓ Eliciting requires students to provide a correct answer. **False**
- ✓ Eliciting is often used at the beginning of the lesson to engage students **True**
- ✓ Only students who volunteer need to answer **False**
- ✓ The teacher should give extended feedback on each answer **False**

Handout 2: ICQ
- ✓ ICQs check that students have understood the instructions. **True**
- ✓ You should never ask students a question where the answer is 'no'. **False**
- ✓ Only students who volunteer need to answer. **False**
- ✓ *Do you understand?* is a good way of checking students understand. **False**

3) Teaching Lab (40 minutes)

Activity Box: Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a group of other teachers during a training session. Teachers are put into small groups to plan their lesson on the same topic. Teachers are then put together with other teachers they have not worked with before to deliver their micro lesson.

See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-lesson.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1 Micro-teaching: Eliciting Questions (20 minutes)

> 🔆 **Modelling Box: Eliciting**
>
> Eliciting is a technique which asks learners to provide information, rather than the teacher giving the information to students directly. It is often used at the beginning of the lesson to engage learners in the topic. The aim of *eliciting* is to generate knowledge or ideas from the group, or in the case where there is specific answer, to work collectively towards reaching an answer.

- Put teachers into groups of fours.

Facilitator Model – I do

- **Tell** teachers they are going to practise **eliciting** **to engage students.**
- **Ask** a teacher to re-cap eliciting to the rest of the teachers.
- **Find** the list of eliciting questions in the Appendices of this manual.
- **Write** the first eliciting topic on the board: *What are all the different types of digital technology we use in our daily lives?*
- 🔆 Take the first topic and **model** to the whole class **eliciting** **the topic** (2 mins)
- **Say:** today we are going to read a text about digital technology. I want you to tell me *what are all the different types of digital technology we use in our daily lives?*
- **Cold Call** on 3-4 teachers and **write** their responses on the board.
- While teachers are answering; Use gestures, nodding etc.; Give praise; Prompt for more suggestions; Nominate specific teachers to answer; Nominate an equal number of male and female teachers.

Model with group of 4 – We do

- **Write** the next elicitation question on the board: *What are all the different types of chemicals we use in our home?*
- **Ask** one member of the group to stand up.
- **Say:** you are the teacher and today you must **elicit** the topic with your group in order to engage your students
- **Point at** the three teachers still sitting down in the group and say you are the students, and you must answer the teacher's questions.
- **Tell** the teacher they have 2 minutes to **elicit** information from their 'students' (2 minutes)
- Encourage the teacher to nominate students, give praise, & acknowledge ideas.
- **Count down** from 2 minutes and stop the teacher when this time is up.

Next Question – You do

- **Write** the next eliciting question on the board *What kinds of fish are farmed in southern Africa?*
- **Say:** You are now going to switch who is the teacher modelling the questioning.
- Make sure after **two minutes** they change teacher.
- Remember to write the next eliciting question on the board (from the Appendix)
- Move around the room monitoring groups, prompting, and encouraging.
- At the end give feedback and praise to the class, pick out teachers who were good at nominating and engaging all students.
- *Ask* the teachers to think independently about a specific moment in their next lesson where they could use this activity.

3.2. Micro-teaching – Instruction Checking Questions (20 minutes)

> ☀ **Modelling Box: Instruction Checking Questions**
> Teachers often ask students to complete activities individually, in pairs, in small groups, or with the whole class working together. Before students start doing the activities teachers must give instructions clearly and concisely. After they have given instructions, teachers need to check learners have understood them. They should nominate specific students to answer.

- Keep the teachers in their groups of fours
- **Tell** teachers they are now going to practise asking students **ICQs** (this is when teachers check that pupils have understood their instructions before going into the task)
- Find the list of ICQ questions in the Appendices

Facilitator Model: I do
- **Write** the first **ICQ** instruction on the board. *I want you to work in pairs and answer the algebra questions 1-5 on page 52 of your exercise books. You will have 10min for this task and you may work with the pupils next to you."*
- ☀ Take the first sentence and **model** to the whole class **ICQs** (2 mins)
- *Say*: *I want you to work in pairs and answer the algebra questions 1-5 on page 52 of your exercise books.*
    - Name a teacher and ask *What do I want you to do?*
    - Name other teachers and **ask**:
        - Are you working alone? Answer = *no in pairs*
        - Do I want you to answer all ten questions? Answer = *no, questions 1-5*
        - How long do you have to complete this task and on which page? Answer = 10min and pg. 52

Model with 1 group of four: We do
- **Model** the activity in one of the small groups of four
- **Write** the next **ICQ** instruction question on the board: *I want you to work in groups of three and discuss, don't write anything, the reasons for the Bantu migration into Africa.* You have 5mins to complete this.
- **Choose a group and ask** one member of the group to stand up and model the technique.
- **Say:** You are the teacher, you need to check students know what to do (e.g. do they know how to complete a task, do they know how long they have etc). Use **ICQs** to check your students understand what they need to do
- **Point at** the three teachers still sitting down in the group and **say** you are the students, and you must answer the teachers' questions
- **Say:** You have 1 minute to read the instructions and start using **ICQs** to check the students have understood. Go!
- **Encourage** the teacher to cold call on students.

Next question: You do
- **Write** the next **ICQ** instruction on the board: *Individually, I want you to draw some air into a syringe and close the opening with your finger so the air cannot get out and press down on the plunger and observe what happens*.
- Start the activity and **Say:** You have 5 minutes.
- After 1 minute remind teachers to change
- **Remember** to write the next instruction on the board for **ICQs** (from the appendix).
- **Circulate** the room monitoring groups, prompting and making sure they are on task.

peas

- At the end give feedback and praise to the class, pick out teachers who were good at nominating and engaging all students.
- **Ask** the teachers how they could use this activity in their classroom.
- **Tell** teachers to return to their places.

Step 4: Debrief (5 minutes)

> 💡 **Modelling Box: Thumbs Up**
> This **formative assessment technique** quickly allows the teacher to gauge the understanding of the learners in his/her classroom. After presenting a lesson, or part of a lesson, the teacher asks students to use their hand to signal their depth of understanding.
>
> - A thumbs up means "I have a good understanding."
> - A thumb to the side means "I still have some questions."
> - A thumb down means "I don't get it."

I get it!
I understand everything!
I can tell you what I learned.

I kinda get it!
I need a little help.
I still have a few questions.

I don't get it.
I need a lot of help.
I still have a lot of questions.

- **Say:** I am going to model **Thumbs up** to check the whole group's understanding and confidence following this CPD. It is important to be aware that it can be difficult to implement accurately. It requires the development of trust and a strong culture in the room that it is okay to make mistakes and not to be 100% sure (🔗 Top 10 #9 and #10).
- **Say:** An alternative strategy might be to give pupils a statement and they do a thumbs up for true or down for false, all pupils reveal at the same time after a countdown to minimise cheating. They could also do this with their eyes closed or their heads on the desk to ensure they are not looking at other students' thumbs.

👫 Asking students to close their eyes before putting their thumbs up or down means that students don't feel embarrassed to show that they don't understand. This creates a more inclusive learning environment, where students can say they are struggling, and where they are more confident to participate.

Whole class debrief (5 minutes)

> 💡 **Modelling Box: Turn and Talk**
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- **Praise:** teachers for their hard work and contribution. Mention a few highlights from the CPD session, for example a particular teacher's progress or practice or some high quality group discussions.
- Go back to the learning outcomes and read each one aloud to the class

peas

- **Ask** teachers to do **Thumbs up** to show if they think they achieved the learning outcome in the lesson, use the box above.
- Ask teachers to go into their pairs and then **Turn and Talk.**
- ☀ **Say:** I am going to model **Turn and Talk**. I will ask you two questions. After each you will have 1 minute to discuss with your partner.
- *Tell your partner why eliciting to all students is important. Turn and talk for 1 minute. Go!*
  - ✓ Eliciting at the beginning or in the middle of the lesson can be a good way to engage <u>all</u> learners in the lesson topic. If learners are engaged in the topic from the beginning of the lesson, they are more likely to be able to take in new concepts, because they can build on their knowledge.
- *Tell your partner why checking instructions is important. Turn and talk for 1 minute. Go!*
  - ✓ Many teachers assume students have understood the instructions, but in fact they have not and therefore they are unable to follow the topic.

5) OBSERVATION SET UP (5 minutes)

5.1. Observation Instructions (5 minutes)

- o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can use eliciting or instruction-checking questions in your lesson.
- o This means you must prepare a range of questions for your observer to see.
- o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
- o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - o The 2nd observation will be a peer observation.
  - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
    - ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
    - ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They

should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.

- ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Key Information for the Facilitator

The recent PEAS Internal Review of Teaching Practice found many PEAS teachers are using **simple questions that do not test student understanding, nor provide challenge to pupils.** Many teachers asked questions such as "Are you with me?" and "Have you understood?", to which all students would reply in synchrony 'Yes'. Questioning of this type does not provide students an opportunity to practise what they have been taught and does not determine whether students have understood the topic. It is important to make it clear why teachers should avoid using these questions.

Moreover, the research team observed a number of instances in which it was clear from looking at pupils' books that they had misunderstood the entire topic, but then replied "Yes" to this question. Furthermore, in other recent classroom observations it was found that in some classrooms, students had not understood the teacher's instructions so were unable to participate in activities.

For this reason, this Top 10 No.4 has been split into two sessions.
- **Session A** will firstly address the issues of why students are not engaged in the lesson or not understanding what they are required to do during the lesson. The session will introduce two questioning techniques: *Eliciting* to engage students' interest and *Instruction-Checking Questions* to check learners understand the teacher's instructions. It is felt that teachers must master these techniques first before moving onto more complex questioning because if students are not engaged in the lesson or unable to understand the teacher's instructions, they will be unable to answer content-based questions later in the lesson.
- **In session B**, teachers will go on to learn **questioning techniques** to check for understanding, assess learning and assess depth of learning.

Eliciting

Eliciting is a questioning technique that enables the learners to **provide information**, rather than receiving it from the teacher. Commonly, eliciting is used to ask learners to come up with ideas related to the topic, and to brainstorm at the start of a lesson. Eliciting is based on several premises:
- Collectively, students have a great deal of knowledge; both of the topic and of the real world. This knowledge needs to be activated and used constructively
- The teaching of new knowledge is often based on what the learners already know
- Questioning assists in self-discovery, which makes information more memorable.

Often teachers spend a lot of time at the beginning of the lesson talking or explaining the new concept for the lesson without properly engaging students in the learning. Alternatively, they ask questions, but only to those students who volunteer to answer (those most likely to understand). Both scenarios create problems later in the lesson as students become disengaged.

Instruction-Checking Questions (ICQs)

Imagine you are a student, and the teacher has just asked the class if they understand. Everybody else answers with a clear 'Yes!'. You are still a little confused. How might you feel about saying 'No I don't understand' in front of everyone? For a lot of students, publicly admitting you didn't understand or couldn't follow something is uncomfortable. It might be that students don't admit when they haven't understood to avoid embarrassment. For students to progress, they should be encouraged to request support and clarification at an early stage.

ICQs are a great way to check that students understand before they start an activity and make sure those who don't understand receive adequate support to complete the task set.

Appendix 1

Key information for the facilitator 4a
4A Hand out 1: Eliciting
What is it?
Eliciting is a technique which asks learners to provide information, rather than the teacher giving the information to students directly. It is often used at the beginning of the lesson to engage learners in the topic. The aim of eliciting is to generate knowledge or ideas from the group, or in the case where there is specific answer, to work collectively towards reaching an answer.

What does it look like?
Example:
A chemistry teacher is teaching the application of Chemistry in our everyday life. She begins the lesson with a starter asking pupils to write down in their book 'what chemicals can you find at home'. Students write down 'cleaning products', 'medicine', 'petrol'. The teacher circulates and then asks pupils around the room to read out one of their answers. As they call out ideas, she writes their ideas on the board.

Why it is good?
PEAS Review of Classroom Practice observed that in many classrooms some students were not **engaged** in the lesson. Eliciting at the beginning or in the middle of the lesson can be a good way to engage all learners in the lesson topic. If learners are engaged in the topic form the beginning of the lesson, they are more likely to learn new concepts, because they can build on existing knowledge.

Top tips
- Make sure all students are engaged by nominating students to answer (not only relying on those who raise their hands).
- Acknowledge or give feedback to each answer with gestures or short comments.

TASK: Decide if the questions are true or false
1. Eliciting requires students to provide a correct answer.
2. Eliciting is often used at the beginning of the lesson to engage students.
3. Only students who volunteer need to answer.
4. The teacher should give extended feedback on each answer.

When eliciting for information, the teacher should use inclusive and diverse examples and questions that do not reinforce gender stereotypes and allow all students to participate comfortably.

4a Hand out 2: Instruction Checking Questions

Instruction-Checking Questions

What is it?
Teachers often ask students to complete activities individually, in pairs, in small groups, or with the whole class working together. Before students start doing the activities teachers must give instructions clearly and concisely. After they have given instructions, teachers need to check learners have understood them. They can do this by asking *instruction-checking questions (ICQs).* They should nominate specific students to answer.

What does it look like?
Teacher: *I want you to work in pairs and write 5 questions about current and voltage.*
Example Instruction-Checking Questions
Teacher: How do I want you to work?
(If students say in pairs, they have understood the instruction)
Teacher: How many questions do I want you to write about current and voltage?
(If students say 5, they have understood the instruction)

Instruction-Checking Questions should be simple, and it is often a good idea to use a combination of questions whose answers are 'yes' or 'no' (e.g. 'do I want you to write 5 questions?' Yes; 'do I want you to work alone?' No)

Why is it good?
PEAS Review of Classroom Practice observed that in many classrooms some students did not understand the teacher's instructions and therefore were unable to complete leaning activities. After giving instructions many teachers asked, 'Are you with me?' and 'Have you understood?' and all the students replied 'Yes' even though they had not understood.

Top tip
Another version of this type of questioning is Concept Checking Questions. Teachers can ask a false or reverse question to test students' understanding of the concept. For example, *does water freeze at 100 degrees?* Or, *is France in Asia?*

TASK: Decide if the statements are true or false
1. ICQs check that students have understood the instructions.
2. You should never ask students a question where the answer is 'no'.
3. Only students who volunteer need to answer.
4. *Do you understand?* is a good way of checking students understand.

4A Hand out 3: Eliciting Sentences and Instruction Setting Questions

ELICITING SENTENCES

What are all the different types of digital technology we use in our daily lives?

What are all the different types of chemicals we use in our home?

What kinds of fish are farmed in southern Africa?

What are the different ways we use electrical energy in the home?

Who are the most important people in Zambian history and why?

What are the different animals we can find in the Zambian national parks?

Why is oil so important to our daily lives?

INSTRUCTION-CHECKING QUESTIONS

I want you to work in pairs and answer questions 1-5 on page 52 of your exercise books.

I want you to work in groups if three and discuss, don't write anything, the reasons for the Bantu migration into Africa.

I want you to draw some air into a syringe and close the opening with your finger so the air cannot get out and press down on the plunger and observe what happens?

I want you to put 150ml of water and 100ml of ice into a beaker and place the beaker on the hot plate.

Working alone, I want you to write down the four characteristics of a good fertilizer and then share your ideas with your partner.

I want you to draw a rectangle on tracing paper in groups of three. Fold it to find the lines of symmetry. Write down how many lines of symmetry the rectangle has.

Top 10: Manual 4a and 4b: Ask questions and involve all learners in answering

SESSION 4(B): Ask Questions, and Involve all leaners in answering

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours
Session Overview

In part 1 teachers were introduced to the concept of the 'Why Question?' and explored the different purposes of questioning at different stages of the lesson and learnt about *eliciting* and *Information Checking Questions (ICQs)* as strategies to ensure learners are engaged.

This session covers part 2 of *Ask Questions and Involve all learners in answering* from PEAS Top 10 **Group 2: Assessment and Feedback**.

Learning outcomes
By the end of the session teachers will be able to:
- Review which of your learners answer questions and which do not
- Describe the reasons why some learners do not answer questions
- Learn 5 questioning strategies to make sure all learners answer questions
- Practice using one of the questioning strategies

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIM
1) INTRODUCTION	1.1. Starter Activity	Recalling key learning form the last lesson	Board work	5
	1.1. Starter Activity: Who does not answer ques	Draw a picture of a class	Notebooks	20
	1.2. Learning Outcomes	Reading learning outcomes	Learning outcomes written in the board	3
2) THE MAIN IDEA	2.1. Gallery Walk: Set up, Reading & Feedback	Read about 5 different questioning strategies	Gallery walk texts, (page 30)	25
3) TEACHING LAB	3.1. Micro-teach: Set Up and Preparation Incl. Success criteria (10 mins)	Plan to teach one of the questioning strategies Practising using ICQ technique	Gallery walk texts (page 30) Board work	25
	3.3. Micro-teach	Teachers micro-teach in their groups		20
4) DEBRIEF	4.1. Whole class debrief & Think-pair-share	Think-pair-share questions about eliciting and ICQs		10
5) OBSERVATION SET-UP	5.1. Observation Set-Up	Instructions for classroom observations		5

Materials	Preparation Checklist:
- Flipchart or manila paper - Printed handouts for Gallery Walk Exercise.	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling box (below). - Clearly display the Learning Objectives - Ask teachers to come to the session with a seating plan of their class

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.4: Ask questions, and involve all learners in answering.

🔗 **Link to lesson observation matrix: ASSESSMENT AND FEEDBACK >** *2.1 The teacher asks questions and involves all students in answering.*

💡 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **5 specific teaching techniques** **Think-Pair-Share** (page 124), **Cold Call** (page 117), **Whole Class Response** (page 119) and **Success criteria** (page 123)

When you see the modelling symbol (💡), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a <u>Modelling Box</u> about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (25 minutes)

1.1. Starter activity (5 minutes)

💡 **Modelling Box: Cold Call**

Cold Call is a quick formative assessment strategy to determine if the learners understand the information/concept being discussed. Once the learners have completed the task the teacher will call the group to order. From then the teacher will ask the question to the room and ask a pupil to answer. Pupils selected to answer must be strategically considered e.g., for gender balance and more difficult questions go to pupils with high ability (see CPD manual 5 for Check for Understanding).

Before the lesson *write* the following bullet points on the board
- *Write two reasons students often do not follow the lesson*
- *Write 3 reasons for asking questions in the classroom (for example, recall learning)*
- *Ask* teachers to remember the last lesson that they taught.
- *Say*: Work independently and write the answers to the statements on the board. You have 2 minutes.
- After 2 minutes stop the teachers and **Say:** I am now going to model **Cold Calling**. You have seen me use this before, but it's an effective questioning technique so today we'll learn more about it.
- 💡 **Cold Call** on 3-4 teachers to share their responses (ask for no hands up, but select teachers at random to respond)

👫 When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer, they share may not be correct.

peas

- Share the answers once you have spent 2 minutes questioning teachers.
  - *Write two reasons students often do not follow the lesson:*
    - ✓ Not engaged, not understood instructions.
  - *Write 3 reasons for asking questions in the classroom (for example, recall learning)*
    - ✓ Recall learning
    - ✓ Engage learners in the topic
    - ✓ Keep learners focussed
    - ✓ Check understanding
    - ✓ Check learners understand key concepts
    - ✓ Check learners understand instructions
    - ✓ Probing
    - ✓ Assess learning

1.2 Who do students not answer questions? (10 minutes)

- ***Say***: In today's session we are looking at how to ask questions to all students. In our starter activity we recalled the reasons why students are not following the lesson and unable to answer teacher's questions.
  - Two important reasons were that students are **not engaged** in the lesson, and they have **not understood instructions,** so they are unable to complete activities set by the teacher.
  - In the beginning of this lesson we are going to explore **further the reasons students do not answer questions.**

Remind teachers that some students may not answer a question due to the way that the teacher has asked the question. Teachers should ask equal numbers of boys and girls, and give them sufficient **Wait Time** to allow them to think before answering. Questions should be asked in a way that gets students to demonstrate their understanding, and where they can't the teacher can ask another student to help them. Teachers should ask questions that connect to students' lives as this will help girls and boys stay interested and make the lesson accessible so that all students can participate.

- **Tell** teachers to sit in pairs with another teacher who also teaches the same class (the teachers can be of the same or different subjects).
- **Ask** teachers to get out their seating plan or if they have not prepared, draw a rough picture of where each student sits, it doesn't matter if they can't remember all the students in the class (**allow 3 minutes**)
- While teachers are drawing their classroom **write** the following on the board:
  - ✓ = volunteers
  - ✗ = does not
  - G = girl / B = boy
  - 1 = high ability, 2 = middle ability, 3 = low ability
- After 3 mins stop teachers drawing.

> **Modelling Box: Whole Class Response**
> A whole class response requires the whole class to respond to a question at the same time – either by writing the response or showing a certain number of fingers:
> - Students write their answers on a piece of paper and hold this up.
> - Students show 1, 2, 3, 4, fingers to correspond to one of four different answers
> - Student show thumbs up for true or thumbs down for false
>
> *N.B This is not effective when students have to call out the response, as the teacher will not have information about who answered correctly and who did not.*

- **Say:** today we are thinking about questioning.
- **Ask** "explain in a sentence what cold calling is". Immediately pause after a few hands have gone up and **say:** now I don't want you to answer that question, instead lets think about how that question made learners feel.
- **Cold call** a teacher who raised their hand how they felt and what they experienced when asked (e.g. pressured, alert, focussed?)
- **Cold call** (select at random) another 1-2 teachers who didn't raise their hand, what did they experience? Did they feel engaged?
- **Say:** Often when we wait for volunteers, other students disengage and don't apply themselves to the question or don't have enough time to come up with an answer. As a facilitator, I also don't find out much about different learners. Now we're going to try another approach to questioning that will involve all learners and give more time for all learners to think about the question.
- **Write** on the board this question:
  - **Cold Calling** is when…
    - i) The teacher calls on the student that they know will be able to answer the question
    - ii) The teacher tells students to put their hands down and then selects a student at random to answer the question.
    - iii) The teachers selects a student to answer who has put their hand up
- **Say**: Read this multiple-choice question in silence. I will give you 2 minutes to decide on the correct answer.
- After 2 minutes has passed, **Say** You will now show your fingers - either 1 for number 1, 2 fingers for number 2 or 3 fingers for number 3 – to show which answer you think is correct.
- Make sure that teachers show their fingers at the same time. **Say:** Show me your fingers in 3, 2, and 1.
- Ask follow-up questions, asking teachers who chose different answers to justify they choices.
- ☀ **Say:** I have just modelled **Whole Class Response.** This is a questioning strategy that we will learn about later in this CPD session. It is an effective strategy for engaging the whole class in answering the question and to reveal any misconceptions.
- **Say:** You should always try to use Cold calling instead of volunteering. Volunteering is when students answer by putting their hand up and can mean some students don't engage in the lesson

Say: Now I want you to look at your pictures with your partner and:
- put a tick ✓ next to students who volunteer to answer questions
- and put a ✗ next to students who do not volunteer answer questions in class (allow three minutes)
- Write G for girl and B for boy
- Number students 1 = high ability, 2 = middle ability, 3 = low ability
- Give teachers **5 minutes** to think about who answers questions in their classroom picture

👫 When asking questions, either to individual students or through whole-class response, teachers should ask girls and boys why they chose a specific answer. This helps the teacher understand the student's thought process, and it helps extend a correct answer so that other students can understand it better

1.4 Feedback Who does not answer questions? (3 minutes)

- After taking feedback from the whole group to the questions below, feed in additional information if relevant to participants' context and the discussion from the points, research shows that:
  - ✓ More able learners are more likely to volunteer answers.
  - ✓ Less able learners often lack confidence to volunteer answers.
  - ✓ Boys are more likely to volunteer answers than girls due to their assertive nature or cultural reasons.
  - ✓ Boys are twice more likely to be asked a question by their teacher or called out to demonstrate in front of the class than girls.
  - ✓ Boys are more likely to be asked more challenging questions than girls.
  - ✓ Shy learners are less likely to volunteer answers
  - ✓ Some learners are unsure because they are not following the lesson due to poor teaching, or they have not understood instructions
  - ✓ Some students are unwilling, so they lack motivation or have behavioural issues
- *Summarise* and *Say*: <u>How</u> you ask questions is important to ensure that all girls and boys get an equal chance to participate. The ideal situation is one where every time a question is asked <u>everyone tries to answer</u> it and the teacher gives **equal opportunity** to everyone to share their answers.

👫 Share these useful tips with teachers to help improve their questioning so that it is inclusive of all learners:
1. Start with easy questions and work up to more difficult ones.
2. Use questions with only one right answer to check girls' and boys' understanding.
3. Use Wait Time or give students time to discuss their answers in pairs before sharing.
4. Correct wrong answers positively.
5. Ask girls and boys why they chose a specific answer.
6. Encourage girls and boys to answer each other's questions.
7. Ask boys and girls the same number of questions with similar difficulties.

1.5. Learning Outcomes (approx. 3 minutes)

- Display the PEAS Top 10 poster and **tell** teachers this session we will be looking at Group 2: Assessment and Feedback, **explain** this is session two of 2 sessions on *Ask Questions, and Involve all learners in answering*.
- **Write** the Learning Outcomes in the corner of the board or on flip chart paper or manila before the session begins.
- **Point to** the Learning Objectives and Provide a summary explanation of each one.

Step 2: The Main Idea (25 minutes

peas

2.1. Gallery Walk: Set up (10 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. They write notes in a reading grid. It is a useful activity for transmitting lots of text information and improves pace by getting participants moving around the room.
>
> See example https://www.youtube.com/watch?v=NtQu6JTxcyM

- Stick the 5 <u>Gallery Walk Starter Texts</u> on the walls of the classroom so they are far apart.
- Hand out the <u>Gallery Walk Reading Grid</u> to teachers. Ask teachers to draw the grid if you cannot print.
- **Say***:* Now we are going to read about 5 effective **questioning strategies** to involve <u>all</u> learners
- **Draw** the grid on the board.
- **Model:** Go to the text on the wall nearest the board. **Read** the text aloud and fill in the answers on the board so teachers understand what they need to do.

Questioning strategy	How is it practiced?	How it is inclusive?	Top tip
Classroom strategy that enables questioning - **Think-pair-share**	*Every student thinks of the answer Every students shares their answer in pairs The teacher uses nomination to pick students to share their answer with the whole class*	*Every student has to think. Weaker or shy students get time to prepare their answer.*	*Choose where students sit so you can manage pairs.*

- **Instruction checking questions: Say:** I am going to ask you some ICQs to check you understand what to do:
- **Ask** teachers not to put their hands up, as you will call on them at random.
  - *Where are you going to read the texts (Name a teacher)?*
    - ✓ (Correct answer: On the wall)
  - *What are you going to write in the first column (Name a teacher)?*
    - ✓ (Correct answer: the name of the questioning strategy)
  - *What are you going to write in the second column (Name a teacher)?*
    - ✓ (Correct answer: describe what it looks like in practice)
- Pick up a grid and a pen and hold it in front of you.
- **Say**: Teachers, please stand up and hold your reading grid and pen in front of you so I can see it. [pause to check they have done this]. You have 10minutes to complete the grid.

2.2. Gallery Walk Reading (15 minutes)
- Encourage teachers to spread out across the room and read the texts.
- **Say:** You have 10 minutes to complete the grid.
- Monitor teachers and ensure they are completing the grid correctly.
- Keep to the time.
- **Stretch:** If some Teachers have finished early **ask** them to write down how they would use the gallery walk activity in their own classes. What are the challenges, how could they overcome them?

- **Say**: "*You have 5 minutes left*".. "*you have 3 minutes left*" "*you have 1 minute left*" "*you have 30 seconds*" "*I will ask everyrone to return to their seats and be silent in 5, 4, 3, 2, 1*".

2.3. Gallery Walk Feedback (5 minutes)
- **Ask** teachers to work in pairs and check their answers
- **Ask** teachers
  - *Which activities they have used before?*
  - *Which activity would they like to use in the future?*
  - *How can these techniques be used to differentiate? (support weaker students and extend stronger students*)
- **Summarise:** say that <u>ALL</u> students need to be involved in learning and these strategies allow teachers to engage all learners in the learning process. Everybody has to think!

Step 3: Teaching Lab (45 minutes)

3.1. Micro-teaching: Set up and preparation (15 minutes)
Activity: Micro-teaching
Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a small group of other teachers during a training session. Teachers are put into small groups to plan their micro-teaching lesson on the same topic. Teachers are then put together with other teachers they have not worked with before to deliver their micro-teach lesson. See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-teach.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

- Take down the gallery walk texts from the walls (except *Probing*)
- Arrange your teachers into groups of 3-4 teachers depending on the size of the class so you have 4 groups. Arrange the groups strategically.
- Give each group one of the gallery texts you have taken down from the wall, so each group has a different questioning strategy.
- **Important:** do not give *Probing* to a group, all groups must cover probing
- On one side of the board **write**:

Board layout:

Micro-teach instructions	
1. Choose a Top 10 Topic to teach	

2. Write 1-2 eliciting questions to engage students in the Top 10 topic you have chosen 3. Write 3 questions about the Top 10 using the question strategy 4. Write 1-2 probing questions for each question	

- **Say**: You are going to use the questioning strategy I have given you. You are going to ask questions to another group about the Top 10, you can choose from **Starter activities; I do, We do, You do; plenary, eliciting, ICQs** or today's lesson on questioning all students
  1. First, you must **prepare 1 or 2 eliciting questions** to engage students in the 3 questions using your strategy, for example if you have **think-pair-share,** you must prepare **three think-pair-share questions**, or if you have **no-opt-out**, you must prepare three **no opt out questions**
  2. Once you have written three questions, you must write **2 probing questions** to follow up your main question, so you will have **3 x main question + two probing questions**
  3. Then, you will teach it to another small group of teachers in the class.
- **Use ICQs** to check groups understand what to do. Remember to use **Cold Calling** to do this *(e.g. How many questions do you need to write – name of teacher?)*
- **Say**: You have 10 minutes to prepare their questions
- **Count down** to ensure teachers stay to time**. Say** "*You have 2 minutes left… you have 30 seconds left…. Everyone put their pens down and look up at me in 5, 4, 3, 2, and 1*". We are now going to check the questions you have written to ensure they are of a high quality

Success Criteria for Great Questioning (10 minutes)

 Modelling Box: Success Criteria
Success criteria is a list of features that a teacher wants the students to include in their work during a term, lesson or single activity. It is a really good way of making students aware of what is expected of them. Success criteria can be most effective when elicited and agreed by the whole class and written on the board together.

The success criteria can be used for students to self-evaluate their performance, and give and receive feedback to each other.

After 15 minutes when all groups have prepared their questions, rearrange the groupings so that **one member of each group is now in a new group.** There should be a teacher in each group with a **different questioning strategy**.
- You will need to make sure each teacher has a board or piece of flip or manila, or they can use a piece of paper
- **Say:** In your groups discuss what makes a great question and how teachers can use questioning effectively in their class
- **Cold Call** on groups to share their thoughts, write up these ideas on the board as they share. Agree 4-5 criteria, it should include the following below (as written on the board).

- **Write the <u>success criteria</u>** on the board as below**. And **say**, I am modelling success criteria which is a Top 10 strategy from #3. Teachers should use a success criteria to demonstrate what they expect of students, particularly during independent practice.

Board layout:

Micro-teach instructions	Success Criteria
1. Choose a Top 10 Topic to teach 2. Write 1-2 eliciting questions to engage students in the Top 10 topic you have chosen 3. Write 3 questions about the Top 10 using the question strategy 4. Write 1-2 probing questions for each question	1. Use eliciting to ensure all students are engaged in the topic 2. Ask questions to all students 3. Ask equal male/female questions 4. Give praise feedback on answers 5. Probe to check understanding

3.2. Micro-teach (20 minutes)

- **Ask** *one* teacher to stand up in their groups.
- **Say***:* You have 3 minutes to ask your students your questions and probing questions'
- Many teachers will struggle with timing – be strict with this.
- Walk around the room and ensure that each teacher is performing against the success criteria. Give purposeful feedback to teachers to highlight where they could align their practice closer to the success criteria.
- After 5 minutes **tell** the teacher to sit down.
- ⚐**Ask** the group to evaluate the teacher against the <u>success criteria</u> and give constructive feedback for how they could improve.
- Pick out some good examples of practice you saw during the micro teach and feedback to the group.
- Ask the next teacher from the group to stand up and repeat the activity.
- Repeat the activity until all teachers have completed at least one round of practice

Step 4: Debrief (10 minutes)

4.1. Whole class debrief (10 minutes)

> ⚐ **Activity Box: <u>Think-pair-share</u>**
> **Think-Pair-Share (TPS)** is a collaborative learning strategy in which learners work together to answer a question. This technique requires learners to (1) think - individually think about a topic or answer to a question (2) pair - discuss idea with classmates (3) share – pick one or two students to share their ideas with the class.

- **Praise:** teachers for their hard work and contribution
- ⚐ **Say:** I am now going to model **<u>Think, Pair, Share</u>,** a questioning strategy we have learned during this CPD session. I will present you a few statements and you will have 1 minute to think independently, 2 minutes to discuss with your partner, and then we will have 4 minutes to discuss as a group.
- **Say:** As usual, I will Cold Call on pairs to share their answers for the discussion.
- **Write on the board:**
  - *Why do some students not answer questions?*

peas

- o *How can we ensure equal opportunities in this in the classroom?*
  - o *Why is it important to plan the questions you ask prior to the lesson?*
- Say: **Think-Pair-Share** the following questions. Start by thinking independently.
- Give <u>1 minute</u> for independent thinking
- Give <u>2 minutes</u> for pair discussion
- <u>Cold Cal</u>l on pairs to share their answers for the discussion (<u>4 minutes</u>)
  - o *Why do some students do not answer questions?*
    - ✓ Ability, gender, shyness
  - o *How can we ensure equal opportunities in the classroom*?
    - ✓ Equal opportunities mean <u>all</u> students get the opportunity to learn in the classroom not only the high ability and boys
    - ✓ We can promote equal opportunities by using questioning strategies that engage all learners and where all learners have to think of the answer
  - o *Why it is important to plan the questions you ask prior to the lesson?*
    - ✓ It's important so that you are getting all students – not just boys - to think deeply about the lesson content.

Planning questions helps you to consider what learners need to know by the end of the lesson, so you can check their understanding.

Step 5: Observation Set up (5 minutes)

5.1. Observation Instructions (5 minutes*)*
  - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can ask questions and involve all learners in answering them.
  - o This means you must prepare a ***questioning strategy*** for your observer to see. You should use one of the activities from today's session in your lesson observation.
  - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- ● Teachers have three observations per term
  - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - o The 2nd observation will be a peer observation.
  - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.

- **Arrange a time for your observation** – look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
- **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
- **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

APPENDIX 4A and 4B

Key Information for the Facilitator:
PEAS Top 10 for Teachers – Group 2: Assessment and Feedback
Top 10 .4: Ask Questions, and Involve all learners in answering

Questioning allows teachers to determine how well a topic has been learned and whether there is a need for additional instruction. Questioning is an essential step in the learning process, and is a feature in the classroom of every effective teacher – both in the PEAS network and internationally. The importance of questioning is one of the most consistently found characteristics of effective teaching across contexts. Teachers are not able to see the learning that is happening in pupils' brains, and so teachers have to look for clues. Effective teachers are always wondering "How's it going? How well have I explained this? Are they making sense of this?" and then seeking information that answers those questions. Asking pupils carefully planned questions is an impactful way to find out if they are understanding what you are teaching.

As well as providing information to the teacher on the status of learning, questioning allows students to practice what they are being taught. This practice helps to move the information from student's working memory to their long-term memory. Questioning also allows teachers to identify misconceptions and student errors and correct these before letting the students continue with the main activities.

Teachers need to find ways to ensure that <u>all</u> students are engaging with questions when they are posed. Given that every question is an opportunity for students to practice what they are being taught – and hence move that information to their long-term memory – all students need to be involved in questioning.

To involve all learners in questions, teachers can
1. Start with easy questions and work up to more difficult ones.
2. Use questions with only one right answer to check girls' and boys' understanding
3. Use Wait Time or give students time to discuss their answers in pairs before sharing.
4. Correct wrong answers positively.
8. Ask girls and boys whey they chose a specific answer.
9. Encourage girls and boys to answer each other's questions.
10. Ask boys and girls the same number of questions with similar difficulties.

The recent PEAS Internal Review of Teaching Practice found many PEAS teachers are using simple questions that do not test student understanding, nor provide challenge to pupils. Many teachers

asked questions such as "Are you with me?" and "Have you understood?", to which all students would reply in synchrony 'Yes'. Moreover, the research team observed a number of instances in which it was clear from looking at pupils' books that they had misunderstood the entire topic, but then replied "Yes" to this question. Session A tried to address this issue by looking at ways to engage learners and ensure they have understood the lesson properly, and also understood instructions.

Part B builds on this aspect of thinking about why learners do not answer questions, and explores factors such as ability and gender. Often girls, students with weaker ability and shy students do not volunteer to answer questions. The concept of **equal opportunity** is introduced which is the idea that all learners should be able to access learning. Often PEAS teachers rely on open questions to the whole class, or Hands up!, where students **volunteer** to answer questions. This means that only stronger ability students, and boys who are more assertive, answer questions. The session introduces questioning strategies to involve all learners in learning.

4A and 4B HAND OUT 1: Cold Calling

Cold Calling

What does it look like?
No hands up! The teacher asks a question to the whole class, and gives every student time to think about the answer. Then, the teacher selects a specific student to respond based on their knowledge of the class.

What is the objective of this type of questioning?
If we want all students to learn all the material, then all students should be involved in engaging with the teacher-student dialogue. It should be considered the default mode for most questions in the classrooms.

How is it inclusive?
This is an inclusive process that involves all students, front back, shy, confident – everyone.

It is also a way of asking an equal number of boys and girls questions. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

Top tip!
Be sensitive! if you know a pupil struggles to participate in lesson or is very shy give them a scaffold to answer your question e.g., a key word or multiple choice. It should not be used as a punishment but participation in lesson is expected!

There should be no opt out. If a pupil does not know the answer you can break the question down into a smaller question, they are more likely to know or go to another pupil who is likely to have a good answer and then go back to your initial pupil asking them to repeat.

No opt out

What does it look like?
If a student or several students get an answer wrong or say *I don't know*, move to other students or provide the correct answer. But then go back to all those students who made errors or couldn't answer, and give them a chance to now say the right answer.

What is the objective of this type of questioning?
Students should feel safe in answering when unsure, but if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers.

How is it inclusive?
Weaker students are not ignored for stronger students. It creates a classroom climate where everybody is learning.

The teacher should give all students, regardless of gender, an equal opportunity to provide correct answers and learn from their mistakes. If a student gets an answer wrong, and cannot provide a correct answer when prompted, the teacher should ask another girl or boy to help. The teacher should not make the student feel embarrassed if they don't know the answer. They should give praise for students supporting one another.

Top tip!
Create a 'no opt out' wall chart with repose questions for students to ask when they don't know. Create an environment in your classroom where giving an incorrect answer isn't a marker of failure but is a learning moment. This is also another great way that you can check for understanding.

4A and 4B HAND OUT 3: Think Pair Share

Think-Pair-Share

What does it look like?
Ask a question to the whole class. Ask the class to think about it individually in silence first for 1 minute, they may make notes in their books. Then put students into pairs and allow them to discuss their thoughts for 2 minutes. The whole class is then brought together, and the teacher **cold calls** on pairs to ask them to share their ideas. You should give 4 minutes to the discussion. Learners' answers can be written up on the board to show respect for their contributions.

What is the objective of this type of questioning?
You can give all students space to think, to share their initial thoughts, and to prepare to give good answers to the whole class. It enables the teacher to use effective questioning strategies and enables students to test their own knowledge and come to answers independently.

How is it inclusive?
Every student has to think! You can differentiate by pairing stronger and weaker students together, so weaker students receive support. An alternative scaffold is providing key words or scaffolded questions either breaking down the big question you have asked into more manageable smaller questions or push higher ability pupils to go beyond the questions you have asked.

The teacher should also mix the groups by gender to promote inclusivity, and so that students can learn from each other, and reflect together.

Top tip!
Never allow students to choose their partner! Pairing arrangements should be strategic, and teachers should seat students according to ability and behaviour.

Encourage learners to take notes about what their partner said and then ask them in the Cold Call to share to the class what their partner has said and not their own answer. This encourages pupils to listen to each other and provides scaffold to different ability groups.

Whole class response

What does it look like?

A whole class response is when the whole class responds at the same time. A range of strategies could be used here, for example

- Students write their answers on a piece of paper and hold this up.
- Students show 1, 2, 3, 4, fingers to correspond to one of four different answers written on the board.
- Student show thumbs up for true or thumbs down for false

What is the objective of this type of questioning?

This is particularly useful to guide your teaching in the lesson in revealing any misconceptions or lack of understanding quickly before moving on.

How is it inclusive?

It provides quick feedback to you as the teacher about all students and identifies students who need further input.

Top tip!

Always use a countdown for all pupils to reveal their answer at the same time so that there is a more accurate response from pupils. E.g. "show me your answer in 3 …2 …1 … now"

An alternative method of Thumbs up / Thumbs down is to gauge understanding:

- A thumbs up means "I have a good understanding."
- A thumb to the side means "I still have some questions."
- A thumb down means "I don't get it.

Probing

What does it look like?
Asking repeated questions to probe student's understanding, using some of the example questions in the box below.

- *That's interesting, what makes you say that?*
- *Is there a different way to say the same thing?*
- *Can you give an example of where that happens?*
- *Can you explain how you worked that out?*
- *Are you sure? Is there another explanation?*
- *What's the most important factor?*
- *Does anyone agree with that? Why?*
- *Does anyone disagree? Why? What is different?*

What is the objective of this type of questioning?
In order to explore students' understanding in depth, teachers need to ask several questions, of differing levels. Probing each student with multiple responsive questions is a powerful mode of questioning.

How is it inclusive?
Probing allows teachers to support weaker learners by really checking their understanding. It can be used to extend challenge for stronger learners.

When probing students, teachers are stretching students' knowledge further so it's likely that they'll get some answers wrong. Teachers shouldn't make students feel embarrassed if they got an answer wrong, instead they should be praised for trying.

Top tip!
Cross-class questioning is a good way to involve all students. For example, ask other students to respond and expand on student's answers.

Teachers should ask girls to respond to or expand on a boy's answer and vice versa

Top 10: Manual 5
Before moving on, check for understanding of all students

SESSION 5: Before moving on, Check for Understanding (of all students)

👫**The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive.** By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours

Session Overview

The core topic of this training is **PEAS Top 10 #5: before moving on, Check for Understanding (of all students).** Effective teachers recognise that there is a difference between teaching a new concept and students understanding that concept. According to PEAS' 2019 Internal Review of Teacher Practice, PEAS teachers frequently attempt to check for understanding, but typically of only a few students. This training session covers the importance of frequently checking whether *all* students are learning concepts and provides teachers with 5 effective strategies to assess all students' level of understanding of a topic.

Learning outcomes

By the end of the session teachers will be able to:
- Understand the importance of checking for understanding of *all* learners
- Learn 5 effective strategies to engage all learners when checking for understanding
- How teachers can use the information gathered through check for understanding to inform next steps
- Use one of the effective strategies in practice

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activity	Review the Top 10 for Teachers & Top 10 #4	Board work	5-8
	1.2. Starter Reflection: Why check for understanding?	Think-pair-share	Notebooks	15
	1.2. Starter Reflection: Why check for understanding?	Scenarios		10
	1.3. Learning Outcomes	Reading learning outcomes	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Gallery Walk Set up	Instructions for gallery walk		10
	2.1. Gallery Walk Reading	Read about 5 different strategies to engage all learners	Gallery walk texts Gallery walk notetaking grid	10
	2.1. Gallery Walk Feedback	Check work in pairs & discuss as a whole class	Notebooks	5

			Gallery walk notetaking grid	
3) TEACHING LAB	3.1. Micro-teach: Set Up	Divide class into groups & provide instructions	Board Work	5
	3.1. Micro-teach Preparation	Group work to prepare a micro-lesson	Micro-teaching lesson plan (appendix)	20
	3.2. Micro-teach	Group activity – teaching a micro-lesson		20
4) DEBRIEF	4.1: Think-pair-share	Think-pair-share questions about checking for understanding		10
	4.2: Scenarios	Return to the scenarios from the beginning		5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observations		5

Materials:	Preparation Checklist:
- Flipchart or Manila Paper. - Printed Handouts (see Manual Appendix) - Gallery Walk Handouts - Gallery Walk Grid - Micro-Lesson Plan Template	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling box (below). - Clearly display the Learning Outcomes

🔗 **Link to PEAS Top 10 for Teachers**
Top 10 No.5 Before moving on, check for understanding of all learners

🔗 **Link to lesson observation matrix: ASSESSMENT AND FEEDBACK >** *2.2 The teacher uses a range of questioning techniques, or other strategies, to determine students' level of understanding*

🔅 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals has been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques** **Heads Down, Hands up** (page 137), **Hinge questions** (page 143107) and **Turn and Talk** (page 140)

When you see the modelling symbol (🔅), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (30 minutes)

1.2. Starter: Reflections (10 minutes)

Write on the board: Think about a time when you were teaching and some or many students did not understand the topic. Write down how you realised that they did not understand.

- *Stretch Activity:* Why is it important to check for understanding of all students before moving onto a new topic?

- ☀ **Say**: I am going to model **Think, Write, Pair, Share**. You will read the question on the board, think about your response and write down your answers. You will then share with a pair, before we discuss our thoughts as a group. If you finish early, please complete the stretch activity on the board. You have 3 minutes to write down your answers.
- Give <u>1 minute</u> for thinking and writing
- Give <u>2 minutes</u> for pair work
- Give <u>4 minutes</u> for cold calling on pairs to share their responses.
- **Count down** and be strict with timings. "*You have 1 minute left…you have 30 seconds left*
- **Give 2 minutes** for a pair discussion
- **Cold Call** on 2-3 pairs to share their responses.

1.3. Sharing the evidence (7 minutes)

- **Say:** We have thought a lot about why it's important to check for understanding, and you have all had very good ideas. I want to share with you some evidence-based research that highlights the importance of checking for understanding of all students.
- **Read**:
  - Checking for understanding is important because it informs teachers of misconceptions and errors that the students are developing. Without checking for understanding, students may continue to make the same mistakes in more advanced topics. Therefore, it informs teachers about when they can move on and when they need to review a topic.
  - The most common form of "check for understanding" is when a teacher asks individual students to complete a question, either verbally or on the board. This is certainly an effective way to check the understanding of that individual pupil, but it does not provide information to the teacher on the understanding levels of the rest of the class.
  - Students who raise their hands are more likely to want to answer and are more likely to be confident in the topic. Getting an answer from only one or two pupils is not a reliable way of seeing if the whole class understands.

👨👩 Evidence shows boys are more likely to put up their hands than girls, and often have more confidence than girls in the classroom. To create a more inclusive classroom, where all are able to participate, teachers should use other strategies that don't rely on students putting their hands up (e.g. cold calling).

- **Say:** Checking for Understanding is probably one of the most important skills of any teacher, but also one of the hardest to do effectively. In this training, we will learn 4 effective strategies to check for understanding of the whole class
- *Say:* The most important element of check for understanding is **what a teacher does with the data they have collected from the chec**k. There is no point in collecting the data if they are not going to do anything with it.
  - If **25% cannot meet the criteria** provide a verbal reminder to the individual learners while the class continues to work e.g. "remember that X is equal to Y here".

- o If **50% cannot meet the criteria <u>STOP</u> the lesson and remind whole group** e.g., "everyone put your pens down now. Eyes this way. Remember that the three important points are …".
- o If <u>**75% of learners cannot meet a criteria, then STOP the entire class and re-teach the content again.**</u>
- o **Top Tip**: making a note of which learners struggled and with what content and/or the general content that all learners found most difficult is an excellent planning tool for future lesson planning e.g. the next starter could be a concept that pupils found difficult allowing the teacher to check if they have retained the correct information and it is moved to long term memory.

1.3 Scenarios: Why check for understanding? (15 minutes)

- *Say*: I will now read some scenarios of things that could happen in a classroom. For each one, we are going to identify two things:
  - a) *What the teacher did well*
  - b) *How the teacher could improve*
- **Read** Scenario 1.

> **Scenario 1:**
> **A PEAS teacher has just finished a lesson on the climate of Southern Africa. At the end of the lesson, he says: "please raise your hand if you do not understand the difference between weather and climate."**

- **Cold Call** on 1-2 teachers (Ask teachers not to put their hand up, but randomly select teachers): <u>What did the teacher do well?</u>
  - ✓ He checked before moving on that students knew the difference between weather and climate.
- **Cold Call** on 1-2 teachers: <u>How could the teacher improve?</u>
  - ✓ He asked students to raise their hand if they do not understand. Students may be **embarrassed to say if they are confused**. One way he could have changed this is by asking students to first **close their eyes or put their heads down on the desk** before asking. Alternatively, he could have asked them to do thumbs up or down on true or false questions all at once.
  - ✓ He also **waited until the end of the lesson** to check for understanding. Instead, he could have **checked more regularly** throughout the lesson to make sure that he can correct any misconceptions. Checking at the end of the lesson is too late because pupils now have a misconception that could have been avoided.

When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

Modelling Box: Heads Down, Hands up
All students put their heads on the desk or close their eyes. The teacher reads out statements, and the students raise their hand if they agree. Students are not able to see each other's response so they are thinking independently.

- **Read** scenario 2

- **Say**: To get your feedback and check the understanding of everyone in the room, I am going to model **Heads Down, Hands Up**. This is a strategy to check the understanding of all learners that we are going to deep-dive into a little later. In this strategy, the whole class puts their head on the desk and closes their eyes. The teacher poses a statement, and the students raise their hands and put their thumbs up if they believe it to be true. Here, I want you to put your thumbs up if you think this is an effective strategy to check for understanding.

> **Scenario 2:**
> A PEAS teacher is starting a lesson on an advanced maths topic and students need to know basic algebra. At the beginning of the lesson, she calls on students (who have raised their hand) and asks them to review basic algebra concepts.

- **Read** Scenario 2 again.
- **Read the question**: Do you think this is a good strategy to check for understanding of all learners?
- **Say**: **Heads down, and put your thumbs up** if you think it is a good strategy in 3, 2, and 1.
- Ask teachers to raise their heads and then **probe** them on their responses to Heads Down, Hands Up, e.g. *Why did you have your thumb up?"* Or *"What makes it effective?" "I can see you had your thumb down; can you explain why you didn't think it was effective"*
- **Say:** The teacher did check that the students understood basic concepts before moving onto more advanced ones. However, she only asked a few students. These students were raising their hand, so they were most likely more confident and knew the answer already.
- **Cold Call** on 1-2 teachers: *What could she have done differently?*
    - ✓ She could have done a written starter that involved all learners with a few multiple-choice questions, this would allow her to walk the room and spot any misconceptions in the moment.

> **Scenario 3:**
> A PEAS teacher finishes teaching a topic in a science lesson on carbon chemistry. She writes a sample question on the board with three possible answers. She asks students to hold up 1 finger if they think it is the answer 1, 2 fingers if they think it is answer 2, and 3 fingers if they think it is answer 3. She then surveys the class to see that most students got it correct. She notices that two students chose the wrong answer and plans to check in with them individually during independent work time.

- **Read** Scenario 3.
- **Cold Call** on 1-2 teachers*: Do you think this is a good strategy to check for understanding of all learners?*
- **Share** these responses:
    - ✓ This is a good example. The teacher in Scenario 3 did a great job. She checked for understanding of her whole class, noticed who needed more support, and make a plan to check in with them.
    - ✓ Top tip – in this example the teacher only sees 2 learners who got it wrong. However, if she noticed a high number of pupils with an incorrect answer, she could have stopped the lesson and re-taught the concept.

Asking students to put their heads down before putting their thumbs up or down means that students don't feel embarrassed to show that they don't understand. This creates a more inclusive learning environment, where students can say they are struggling, and where they are more confident to participate.

1.3. Learning Outcomes (3 minutes)
- **Display** the PEAS Top 10 poster and tell teachers that this session we will be looking at the second part of Group 2: Assessment and Feedback.
- **Write** the Learning Outcomes in the corner of the board or on flip charter paper or manila **before the session begins**.
- **Point to** the Learning Objectives and go through each one ensuring that the teachers understand.
- By the end of the session teachers will be able to:
  - Understand the importance of checking for understanding of *all* learners
  - Learn 5 effective strategies to engage all learners when checking for understanding
  - How teachers can use the information gathered through check for understanding to inform next steps
  - Use one of the effective strategies in practice

Step 2: The Main Idea (25 minutes)

2.1 A: Gallery Walk: Set up (5 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. They write notes in a reading grid. IT is a useful activity for transmitting a lot of information and improves the pace and engagement of the lesson as participants are able to move around the room.
>
> See example: https://www.youtube.com/watch?v=NtQu6JTxcyM

- **Say:** Now we are going to learn about some strategies that can help teachers to include all students in the class when checking for understanding
- Before the lesson print the 4 Gallery Walk Starter Texts found in the handout section at the end of this session plan and stick them on the walls of the classroom so they are far apart.
- Print the Gallery Walk Reading Grid in the handout section at the end of this document and distribute to teachers. Ask teachers to draw the grid in their notebooks if you cannot print.
- **Say:** Now we are going to read about 4 effective strategies to involve all learners when checking for understanding
- **Say:** many of you have done a gallery walk activity before.
- **Ask:** Can anybody explain what the instructions are?

Review Instructions:
1. For 10 minutes, please move around the room and read the texts on the wall.
2. At each station, take notes in the gallery walk grid
3. In the first column, it says the name of the strategy for checking understanding
4. In the second column, you will write down what the activity looks like
5. In the third column, you will write the "top tip"

- Pick up a grid and a pen and hold it in front of you.
- *Explain:* Tell teachers to stand up and hold only their reading grid and pen in front of them so you can see it.

2.1B: Gallery Walk Reading (10 minutes)
- Encourage teachers to spread out across the room and read the texts
- Remind teachers to complete the stretch activity if they finish early.
- Write on the board:

- - **Stretch Activity**: Write down how you would use the gallery walk activity in your own class. What do you think the challenges would be and how would you overcome them?
- **Monitor** teachers and ensure they are completing the grid correctly. If some teachers have finished early ask them how they would use the gallery walk activity in their own classes. What are the challenges, how could they overcome them?
- After 10 minutes tell teachers to return to their seats (Narrate a countdown to inform teachers when they have 3 minutes, 2 minutes and 1 minute left).

2.1. Gallery Walk Feedback (5 minutes)

> 🔅 **Modelling Box: Turn and Talk**
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- **Ask** teachers to work in pairs and check their answers
- **Say:** For this reflection activity, I am going to model a Top 10 teaching practice from #8 called **Turn and Talk.** The teacher poses a question, and the students are given a short period of time to discuss their answers. Both students should talk. I will give you 30 seconds for each question.
  - *Which activities have you used?* Turn and Talk with your partner for 30 seconds. Go!
  - *Which activity do you like best?* Turn and Talk with your partner for 30 seconds. Go!
  - *How can these techniques be used to differentiate*? (support weaker students and challenge stronger students) Turn and Talk with your partner for 30 seconds. Go!

Sample answers:
- If the teacher checks for understanding, they will know which students are stronger in the topic and which students need more support. This will help them to differentiate when assigning activities or homework. This will also allow teachers to check student progress during the lesson, allowing for reteach/redo in the lesson rather than waiting until the end of the lesson and having to wait until the next lesson to address any errors.

Summarise and say: <u>All</u> students – both girls & boys - need to be involved when checking for understanding. This will be beneficial to the teacher & the students.

> 🚹🚺 Involving all learners is beneficial to teachers because it gives them a good understanding of learners' needs, any misconceptions that have arisen, and helps them prepare for their future lessons. It is beneficial for students too – but particularly girls – who are likely to develop more confidence and willingness to participate when called upon equally.

Step 3: Teaching Lab (50 minutes)

Activity Box: Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a group of other teachers during a training session. Teachers are put into small groups to plan their lesson on the same topic. Teachers are then put together with other teachers they have not worked with before to deliver their micro lesson.

See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-lesson.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1. Micro-teaching: Set up (5 minutes) and Preparation (15 minutes)
- Take down the gallery walk texts from the walls
- Arrange the teachers into groups of 3 or 4 depending on the size of the class so that you have 4 groups. Strategically consider who is placed in each group to allow greatest impact of the training.
- Give each group one of the gallery texts.
    o Group A: Heads Down, Hands Up
    o Group B: Hinge Questions
    o Group C: "Exit ticket"
    o Group D: Multiple Choice quiz

On half the board write:

Micro-teach Instructions
1. Imagine that you have just taught a lesson on basic addition & subtraction of numbers below 10
2. Using the strategy you have been assigned, plan how you will check for understanding of the class
    a) Group A: Heads Down, Hands Up
    b) Group B: Hinge Questions
    c) Group C: Exit tickets
    d) Group D: Multiple Choice Quiz
3. Discuss in your group how you would use the data gathered to inform your teaching moving forward in the lesson
4. You have 15 minutes as a group to fill in your micro-teaching lesson plan.	

- **Say***:* You are now going to practice checking for understanding of *all* students using one of the strategies that we have learned today.
- Each group has been assigned a strategy to check for understanding and given a micro-teaching lesson plan. Please circle your strategy on the lesson plan
- Imagine that you have just taught a lesson on basic addition & subtraction of numbers below 10. The learning aims of the lesson are included in the lesson plan worksheet.

- **Ask** a teacher to read them aloud:
  - Students should be able to
    - Add numbers from 1-10 (example: 4 + 5 = 9; 10 + 3 = 13)
    - Subtract numbers from 1-10 (example: 9 – 6 = 3)
    - Understand that subtracting a larger number from a smaller number results in a negative number (example: 5 – 6 = -1)
- **Say**: As a group, please design a way to check that *all* learners in your class have understood these three learning outcomes. Consider what the teacher would do if 50-75% of students did not understand the concept **using the strategy assigned to you**.
- On the other half of the board, *write* "Success Criteria"
- *Say:* before we begin, let's make some criteria to know if we are doing a good job checking for understanding
- **Write** the criteria on the board:
  - The teacher asks *all* students to participate when checking for understanding
  - The instructions for students are clear
  - The teacher notices which students have a strong understanding and which students need more support

Board Layout

Micro-teach Instructions	Success Criteria

1.Imagine that you have just taught a lesson on basic addition & subtraction of numbers below 10
2.Using the strategy you have been assigned, plan how you will check for understanding of the class
  A) Group A: Heads Down, Hands Up
  B) Group B: Hinge Questions
  C) Group C: Exit tickets
  D) Group D: Multiple Choice Quiz
3.Discuss in your group how you would use the data gathered to inform your teaching moving forward in the lesson
4.You have 15 minutes as a group to fill in your micro-teaching lesson plan.
	1. The teacher asks *all* students to participate when checking for understanding
	2. The instructions for students are clear
	3. If a high number of pupils get the answer incorrect the teacher stops and re-teaches the concept in the moment before rechecking that learners have understood
	4. The teacher notices which students have a strong understanding and which students need more support

- **Say:** You have 15 minutes to prepare your mini lessons to check for understanding and to discuss what to do if pupils show that they don't understand. Please write onto your micro-teaching lesson plan.
- Manage strictly the preparation time and make sure that group are on task.
- **Count Down:** *"*You have 10 minutes left" and "You have 5 minutes left."

3.2. Micro-teach (25 minutes)
- **Assign** the teachers to their micro-teaching groups. Each group should have someone from Group A, Group B, Group C, and Group D
- *Ask* 'A' teachers to stand up in their groups.
- *Say* 'You have 3 minutes to practice your strategy for checking for understanding of all learners'.
- It is important you make sure teachers are delivering their activity in 5 minutes.

- **Say:** 'You have 3 minutes left, 2 minutes left, 1-minute left'. Many teachers will struggle with timing'.
- During the micro-teach, **circulate** the room and **monitor**, ensuring that teacher is performing to the success criteria.
- After 5 minutes tell the teacher to sit down.
- *Ask* the group to evaluate the teacher against the success criteria and give feedback.
- Pick out some good examples / points for improvement of practice you saw during the micro teach and feed back to the group
    - Call out B teachers to stand up and repeat the activity
    - Repeat the activity until all teachers (C and D) have complete

Step 4: Debrief (10 minutes)

4.1. Whole class debrief (10 minutes)

> ⚙ **Modelling Box: Hinge Questions**
> Hinge questions are an effective way teachers can gauge where students are in their learning and whether they are ready to move on to the next part of the lesson. There is a "hinge point" in every lesson where the teacher will ask the class a few questions and their answers will indicate whether they are ready to move on.

Praise: Thank teachers for their hard work and contribution
- **Return to** the learning outcomes for the training session
- **Point to** the Learning Objectives and say each one out loud
- By the end of the session teachers will be able to:
    - Understand the importance of checking for understanding of *all* learners
    - Learn 5 effective strategies to engage all learners when checking for understanding
    - How teachers can use the information gathered through check for understanding to inform next steps
    - Use one of the effective strategies in practice

- **Hinge Question. Say**: I am going to model one of the strategies we looked at today. Hinge Questions are a useful way to check understanding at any point in the lesson before moving onto teaching new content. I am going to write on the board 3 questions with multiple choice answers. You will read the multiple-choice answers and decide which one is correct. You will then raise a finger to show which answer is correct.
- **Write question 1** + multiple choice answers on the board. Give 20 seconds for teachers to read the answers then ask them to put a finger up to show which answer. All teachers should show their fingers at the same time.
    1. Why is it important to check for understanding of all students before moving onto a new topic.
        i. The teacher can collect data to inform planning for the next topic
        ii. The teacher can identify students that are excelling and stretch them further.
        iii. The teacher can check learning and identify any misconceptions, allowing them to re-teach concepts that many students haven't grasped **(correct)**
- **Write question 2** + multiple choice answers on board and do the same as #1.
    2. What do you do if 50% of your learners have not understood the concepts
        i. Provide a verbal reminder to the individual learners while the class continues to work e.g. "remember that X is equal to Y here".

       ii.   Stop the lesson and remind whole group e.g., "everyone put your pens down now. Eyes this way. Remember that the three important points are …". **(correct)**

       iii.   Stop the entire class and re-teach the content again.

- **Write question 3** + multiple choice answers on board and do the same as #1
  3. <u>Which strategy will you plan to use in your next lesson?</u>
     - i.   Heads Down, Hand Up
     - ii.   Hinge Questions
     - iii.   Exit tickets
     - iv.   Multiple Choice quiz

4.2 Scenarios (5 mins)

- ☀️ **Say***:* I will now return to the scenarios from the beginning of the lesson. I am going to model **Hinge Questions** to check which strategy you think the teacher could have used to check for understanding.
- **Write** on the board:
  1. Heads down, hands up
  2. Hinge questions
  3. Exit tickets
  4. Multiple Choice Quiz
- *Say:* I will read each Scenario. I will give you 1 minute to think individually, then I will ask you all to put up your fingers to show which strategy the teacher could have used to check for understanding.
- **Point** to the different strategies on the board and **say,** if you choose (1) heads down, hands up you put up 1 finger, if you choose (2) hinge questions you put up 2 fingers, if you choose (3) Exit tickets you put up 3 fingers and so on.

Scenario 1:

A PEAS teacher has just finished a lesson on the climate of Southern Africa. At the end of the lesson, he says: "please raise your hand if you do not understand the difference between weather and climate."

- Give teachers 1 minute to think.
- **Point** to the strategies on the board
- **Say:** Which strategy could he have used? Show me your fingers in 3, 2, and 1

Scenario 2:

A PEAS teacher is starting a lesson on an advanced maths topic and students need to know basic algebra. At the beginning of the lesson, she calls on students (who have raised their hand) and asks them to review basic algebra concepts.

- Give teachers 1 minute to think.
- **Point** to the strategies on the board
- **Say:** Which strategy could he have used? Show me your fingers in 3, 2, and 1.

Scenario 3:

A PEAS teacher finishes a science lesson on carbon chemistry. She writes a sample question on the board with three possible answers. She asks students to hold up 1 finger if they think it is the answer 1, 2 fingers if they think it is answer 2, and 3 fingers if they think it is answer 3. She then surveys the class to see that most students got it correct. She notices that two students chose the wrong answer and plans to check in with them individually during independent work time.

👫 Remind teachers that when providing examples in class to help students understand a concept, they should use both girls/women and boys/men. The examples given should avoid reinforcing gender roles that portray women as weak or in domestic roles and men as powerful figures in society. Portraying women or men in a certain way can influence a student's views about gender norms, vocational options, and future opportunities. Here, an example is provided of a female teacher delivering a powerful teaching activity.

- Give teachers 1 minute to think.
- **Point** to the strategies on the board
- **Say:** Which strategy **did** she use? Show me your fingers in 3, 2, and 1
  - ✓ Hinge Questions
- **Cold Call** on 1 teacher*:* What could this teacher have done if she had noticed 50*%* of the learners had the wrong answer?
  - ✓ *stop the class and give a reminder of the key contents*
- **Cold Call** on another teacher: Why is it important that she makes a note of the two learners that chose the wrong answer?
  - ✓ *She can check in on them individually next lesson or include a question in the starter to check their retention of knowledge.*

Step 5: Observation Set up (5 minutes)

5.1. Observation Instructions (5 minutes)
- **Say:**
  - o I want to remind you that PEAS will support teachers to deliver the PEAS consistently across the Top 10 for Teachers, both in CPD sessions and <u>during observations.</u>
  - o You are expected to apply what you've learned in this CPD session during your observation.
  - o In your observation following this CPD, you will be observed on how effectively you can use *I do, We do, You do,* in your lesson.
  - o This means you must prepare an *I do, We do, You do,* for your observer to see. You should use one of the activities from today's session in your lesson observation.
  - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - o The 2nd observation will be a peer observation.
  - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.

peas

- o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
  - **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
  - **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
  - **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
  - **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
  - **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix

Key Information for the Facilitator:
PEAS Top 10 for Teachers
Group 2: Assessment & Feedback
5: Before moving on, Check for Understanding (of all students)

Effective teachers recognise that there is a difference between teaching a new concept and students' understanding that same concept. As such, effective teachers will **check frequently whether students are understanding the concepts.** This check not only provides valuable data to the teacher, but it also helps a student to move new learning from their 'working memory' to their long-term memory.

Checking for Understanding informs teachers of misconceptions and errors that students are developing. Without adequate checks for understanding, pupils may move onto the task with major misconceptions that the teacher was unable to identify. They may then spend the remainder of the lesson practising an incorrect method or the wrong concept – checking for understanding prevents this from happening.

It is essential that teachers check the understanding of <u>all</u> students and the data collected is used to inform teaching in the lesson and for the subsequent lessons. If a teacher asks a student to come to the board to do a similar question and they get it correct, the teacher has checked the understanding of that individual pupil. However, the teacher does not know whether other students in the classroom have also understood. It is essential that teachers attempt to check the understanding of all pupils frequently to help them differentiate effectively, making quick adaptations during the lesson that support all students. For example, if a teacher assesses all students understanding of the topic taught and finds that a third of the students do not understand, the teacher could reteach that topic to that group of students and set challenging questions for the students who have a good understanding or have them provide peer support.

♟♟This is particularly important because evidence shows girls are often asked fewer questions than boys, and when they do get asked a question, it tends to be less complex or challenging. This means that girls are not required to think as deeply as boys. Asking questions of all students not only gives crucial information to the teacher, but it also improves the confidence of girls in the class – making it more likely that they will continue to participate.

PEAS teachers – through questioning and other strategies – do frequently attempt to 'Check for Understanding', but typically of just a few pupils. Indeed 98% of PEAS teachers used some questioning or other strategy to attempt to determine the level of student's understanding. However, 50% of PEAS teachers observed scored a '3' during the research. This meant that they were "using questions, prompts or other strategies" to determine the level of a few students' level of understanding. **Getting an answer from just one or two pupils is not a reliable way of 'checking the understanding' of the whole class.**

One way that teachers check for understanding is through formal quizzes and formative assessments. Although formal assessment plays a role, formal assessment only happens at the end of a topic or term when pupils have already gathered misconceptions. If teachers check for understanding throughout this could be avoided and progress maximised. This training will outline a number of informal strategies that could be used to check for understanding of all pupils in the PEAS context.

1. Heads Down, Hands Up
1. Hinge questions
1. Exit tickets
1. Multiple Choice Quiz

Hand out 1: Heads Down, Hands up

Heads Down, Hands Up
What does it look like?
All students put their heads down on their desks and close their eyes. The teacher reads out statements, and the students raise their hand if they agree. For examples, the teacher might say: *"Veins carry oxygenated blood, whereas arteries carry deoxygenated blood. Raise your hand if you agree."*

What is the objective?
With Head Down, Hands Up, students are not able to see each other's response so they will be thinking independently. Additionally, all students will be asked to participate. In this way, the teacher is able to see who understands the lesson and who may need extra support.

How is it inclusive?
All students will be given the chance to answer questions and the activity involves everybody. This includes students at the front, students at the back, confident students, shy students, girls, and boys.

Top Tip!

Make very clear statements with "yes" or "no" answers.

Ask all learners to raise their hand or not clearly at the same time.

Hinge Question

What does it look like?

Hinge questions are an effective way teachers can gauge where students are in their learning and whether they are ready to move on to the next part of the lesson. There is a "hinge point" in every lesson where the teacher will ask the class a few questions and their answers will indicate whether they are ready to move on.

The teacher writes a question on the board, alongside multiple possible answers. Students raise either one, two, or three fingers to show which of the three answers they think is correct. Teachers ask that pupils reveal their answers all at the same time to avoid any cheating. For example, "show me your answer clearly in 3...2...1... now"

Examples:

$$(3x^2)^3 =$$

① $9x^6$ ② $27x^5$ ③ $27x^6$

> **Which one of these is a simile?**
> 1. The moon gleamed like a silver disc in the sky
> 2. The scorching summer sun sizzled
> 3. Fred was a night owl

What is the objective?

The teacher can easily check for understanding of a specific topic of everybody in the class and can identify any students who may need additional instruction. If most students get the answer right, the teacher can focus on the students who need more support. If most students get the answer wrong, the teacher will know that the sub-topic needed re-teaching.

Check for understanding at a "hinge-point" in a lesson. Multiple choice question that provides immediate and "actionable" information. 1 minute to respond, 15 seconds to interpret responses. Teacher can respond accordingly.

How is it inclusive?

All students will be given the chance to answer questions and the activity involves everybody. This includes students at the front, students at the back, confident students, shy students, girls, and boys.

Evidence shows girls tend to be less confident than boys when contributing in class. This strategy helps to create an inclusive classroom environment where all students feel they can participate without feeling embarrassed or shy.

Top Tip!

This activity should be a "quick check" and should take no longer than a few minutes.

In designing the options make sure that they:
- Reveal a likely misconception
- Are options that are possible in some way and realistic
- Allow the teacher to know what it is they are struggling with if they get the answer wrong

Exit Tickets

What does it look like?
An exit ticket is a simple, 3-5 minute task for the end of the lesson, which tells the teacher whether students have understood the lesson's objectives. The teacher can adapt this activity to suit their lesson. There are different types of questions that can be asked depending on the subject and the content being taught. See below for examples. Normally an exit contains 1-3 questions which the students should answer in 3-5 minutes.

The teacher can either give the students a piece of paper which they will collect in as the students leave (as an exit ticket). Or the students can complete the exit ticket in their books and the teacher can review this later.

What is the objective?
Exit tickets are a great tool for consolidating learning. They are useful to check pupils' understanding of the learning outcomes and highlight any misconceptions that might have arisen during the lesson. In this way, exit tickets should be used by the teacher to plan the following lesson's learning and starter activity, based on the misconceptions identified in the exit tickets.

How is it inclusive?
All students are involved in submitting an exit ticket, so the teacher can get a quick view of every students' level of understanding.

Top tip!

Make sure the exit ticket is quick to answer and mark! The teacher should be able to quickly sort through and put the exit tickets in a 'correct' and 'incorrect' pile. Then they can look at the 'incorrect' pile to identify what the key issue is, and decide how they'll address this in future lessons.

Examples:

Exit Ticket: Biology
Learning Outcome: Understand the difference between living and non-living things

1. Name 1 difference between living and non-living things
2. Name 3 examples of living things
3. Name 4 examples of non-living things

Exit Ticket

Name:

Factorise the following:
$$36t^4 - 24t^3$$

How I feel about today's work:

Multiple Choice Quiz

What does it look like?

Multiple-choice questions are used to give students options for answering a question. Multiple choice questions are typically lower order questions with a single correct answer amongst a set of incorrect answers. The students can be pre-written on the board and the students can answer these in their books.

The teacher should give the students no more than 5 minutes to answer the multiple-choice quiz. The teacher can cold call on students to share their answers. Once the answers have been revealed, the teachers can ask students to show how many answers they got correct – they can do this by using their fingers to show how many correct answers they had.

What is the objective?

Provide instant feedback to the teacher about how many students have understood the concept and whether the concept needs to be retaught.

How is it inclusive?

Every student will complete the multiple-choice quiz. The teacher cold calls on students rather than picking volunteers to answer the questions. Then the teacher receives feedback from the whole class. Providing options for students makes this type of questioning highly accessible for all students and makes it easy for every student to respond.

Top Tip!

Make sure this activity takes no more than 3-5 minutes. It is vital that the teacher checks the answers of the whole class by asking students to put their fingers in the air with how many they answered correctly. If 50% or more of the class have not scored full marks (or near to full marks), then the teacher must pause the lesson and reteach the concept.

Physics Multiple Choice Plenary Quiz Example :

1. A 15-N force and a 45-N force act on an object in opposite directions. What is the net force on the object?
   a. 15N
   b. 30N
   c. 45N
   d. 60N
   e. None of the above
2. What is the maximum resultant possible when adding a 2-N force to an 8-N force?
   a. 2N
   b. 6N
   c. 8N
   d. 10N
   e. 16N
3. A 5-N force and a 30N force act in the same direction as an object. What is the net force on the object?
   a. 5N
   b. 25N
   c. 30N
   d. 35N
   e. None of the above
4. Equilibrium occurs when:
   a. All the forces acting on an object are balanced
   b. The sum of the +forces on an object equals the sum of the -X forces
   c. The net force on the object is zero
   d. The sum of the upward forces equals the sum of the downward forces
   e. All of the above

Gallery Walk Grid

STRATEGY	WHAT DOES IT LOOK LIKE?	TOP TIP
Heads Down, Hands Up		
Hinge questions		
Exit tickets		
Multiple Choice Quiz		

Micro-teaching Lesson Plan: Check for Understanding of All Learners

Sample Lesson Topic: Basic Addition & Subtraction	Learning Outcomes: Students should be able to:
	1. Add numbers from 1-10 (example: 4 + 5 = 9; 10 + 3 = 13) 1. Subtract numbers from 1-10 (example: 9 – 6 = 3) 1. Understand that subtracting a larger number from a smaller number results in a negative number (example: 5 – 6 = -1)

Group Strategy (Circle One)	
A: Heads Down, Hands Up	B: Hinge question
C: Exit tickets	D: Multiple Choice Quiz

Plan to Check for Understanding of All Learners	
Learning Outcome 1	
Learning Outcome 2	
Learning Outcome 3	
Misconceptions that might come up	
After lesson: Misconceptions that students had	
After lesson: Next steps to address misconceptions	

Top 10: Manual 6
Adapt teaching to the level of all students, based on regular assessments.

SESSION 6: Adapt teaching to the level of students, based on regular assessment

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours

Session Overview

The topic of this training is **PEAS Top 10 #6: Adapting teaching to the level of students, based on regular assessment.** An effective teacher understands that in every class, students possess a wide variety of needs, abilities, skills, knowledge, attitudes, and values. Therefore, learning levels of these students are different. PEAS believes that "each and every young person matters" therefore, there is need to adapt our teaching to the needs of every student in a class. Top 10 #6 offers 4 techniques teachers can use to adapt their teaching to the level of all students – fast-paced learners, slower learners, girls, and boys based on assessment.

Learning outcomes

By the end of the session teachers will be able to:
- Say why it's important to adapt teaching to the level of students.
- Say how information from assessments can be used to adapt teaching to students' levels.
- Learn 4 effective strategies of adapting teaching to the level of student needs, based on assessment.
- Use one of the strategies of adapting teaching to students needs using assessment.

STAGE	ACTIVITY	DESCRIPTION	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activities	Think-Pair-Share – Importance of adapting teaching	Board work Notebooks	10
	1.2 Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Gallery Walk Set up	Instructions for gallery walk		5
	2.2. Gallery Walk Reading	Read about 4 different strategies for adapting teaching to the level of students	Gallery walk texts Gallery walk Notetaking grid	15
	2.3. Gallery Walk Feedback	Check work in pairs & discuss as a whole class	Notebooks Gallery walk notetaking grid	5
3) TEACHING LAB	3.1. Micro-teach Set Up	Divide class into groups & provide instructions	Board Work	5
	3.1. Micro-teach Preparation	Group work to prepare a micro-lesson	Board Work	20

	3.1. Micro-teach	Group activity – teaching a micro-lesson		20
4) DEBRIEF	4.1. Whole class debrief	Peer feedback on what went well and what can be improved		5
	4.2. Think-pair-share on learning outcomes	Think-pair-share questions about adapting teaching to the level of students		5
5) OBSERVATION SET-UP	5.1: Observation Set-Up	Instructions for classroom observation		5

Materials	Preparation Checklist
- Flipchart or Manila Paper - PEAS Top 10 Poster - Printed Handouts (see Manual Appendix) - Gallery Walk Handouts - Gallery Walk Grid	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling box (below). - Clearly display the Learning Outcomes. - Pre-written starter question.

🔗 **PEAS Top 10 for Teachers**

Top 10 No.6 Adapt teaching to the level of all students, based on regular assessment

🔗 **Link to Lesson Observation Matrix: PLANNING AND PREPARATION >** *2.4 Teacher adjusts teaching to the level of the students*

🔆 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques Instruction-checking questions** (page 158), **stretch activities** (page 159), and **Think, Pair, Share** (page 156)

When you see the modelling symbol (🔆), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (15 minutes)

🔆 **Modelling Box: Think-Pair-Share**

Think-Pair-Share (TPS) is a collaborative learning strategy in which learners work together to solve a problem or answer a question. This technique requires learners to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

1.1 Starter Activity (10 minutes)

- Before the session, **write** the following on the board:
  - *Why is it important to adapt teaching to the level of students based on assessment?*
- ☼ **Think-Pair-Share:**
  - **Say:** I am going to model a **Think, Pair, Share**. It is a collaborative learning strategy in which learners work together to solve a problem. Read the question on the board and begin by thinking independently about an answer for 1 minute. Go!
  - Give <u>1 minute</u> for independent thinking
  - Give <u>2 minutes</u> for pairs to discuss
  - **Cold call** on pairs to share their thoughts (allow <u>4 minutes</u>).
- **Read clearly**: It is important for the teacher to substantially adjust teaching for students when students have misconceptions, or if students have mastered a skill and need to be challenged further to improve. Using information on pupil's needs to adapt teaching is challenging as it requires teachers to decide how to respond rapidly and there are no "one size fits all" solutions. Today, we will learn four key strategies that can be used, but there are many ways to approach adapting your teaching to support all students. The key thing to keep in mind is that at any one time, some learners may be ready to move on and some may need further support.

> 🚹🚺 Remind teachers that adjusting teaching for students helps to promote an inclusive learning environment.

1.2 Learning Outcomes (3 minutes)

- **Write** the Learning Outcomes in the corner of the board or on flip charter paper or manila before the session begins.
- **Point to** the Learning Outcomes and go through each one ensuring that the teachers understand by giving them a summary.
  - Say why it is important to adapt teaching to the level of students.
  - Say how information from assessments can be used to adapt teaching to students' levels.
  - Learn 4 effective strategies of adapting teaching to the level of student needs, based on assessment.
  - Use one of the strategies of adapting teaching to students needs using assessment.
- **Display** the PEAS Top 10 poster and tell teachers that this term we will continue looking at the second part of Group 2: Assessment and Feedback.
- We will be looking at **Top 10 #6: Adapt teaching to the level of students, based on regular assessment.**

Step 2: The Main Idea (25 minutes)

2.1. A Gallery Walk: Set up (10 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. They write notes in a reading grid. It is a useful activity for transmitting a lot of information and improves the pace and engagement of the lesson as participants can move around the room.

peas

- **Say***:* Now we are going to learn about some strategies that can help teachers to adapt their teaching to the level of the students.
- Before the lesson print the 4 Gallery Walk Starter Texts found in the handout section at the end of this session plan and stick them on the walls of the classroom so they are far apart.
- Print the Gallery Walk Reading Grid in the handout section at the end of this document and distribute to teachers. **Ask** teachers to draw the grid in their notebooks if you cannot print.
- **Say***:* You are now going to read about 4 effective strategies to adapt teaching to the level of students.
- Remind them about the gallery walk activity they have done before and ask anyone to explain what the instructions are.

Review Instructions:
1. For 10 minutes, please move around the room and read the texts on the wall.
2. At each station, take notes in the gallery walk grid.
3. In the first column, it says the name of the strategy for integrating effective pair/group work to drive collaboration.
4. In the second column, you will write down what the activity looks like.
5. In the third column, you write the specific benefit of using this strategy.
6. In the fourth column, you write how you would adapt it to one of your lessons.

Modelling Box: Instruction Checking Questions

Teachers often ask students to complete activities individually, in pairs, in small groups, or with the whole class working together. Before students start doing the activities teachers must give instructions clearly and concisely. After they have given instructions, teachers need to check learners have understood them. They can do this by asking *instruction-checking questions (ICQs).* They should nominate specific students to answer (Cold Call).

- **Instruction-checking questions: Say:** I am going to model how **instruction-checking questions.** This involves checking your learners have understood the instructions when in class. Often when we want to check understanding, teachers say *"Do you understand?"* Or *"Are you with me?"* Learners often reply *"Yes"* even when they do not understand. One way to check if learners really understand is to ask learners what they think they have to do. To ask learners if they understand, **cold call** on them at random. I will model how to do this now.
- **Cold Call** on teachers some instruction-checking questions to check that they understand what to do:
  - Where are you going to read the texts? (correct answer: On the wall)
  - The first column has the name of the strategy. What are you going to write in the second column? (correct answer: What the strategy looks like)
  - What are you going to write in the third column? (correct answer: Specific benefit of using the strategy)
  - What are you going to write in the fourth column? (correct answer: How the strategy will be adapted to one of the lessons)
  - How long do you have for this task? (Correct answer: 10 minutes)

Remind teachers, that when "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

2.2. Gallery Walk Reading (10 minutes)

> ☼ **Modelling Box: Stretch Activity**
>
> Set more able students a stretch activity to ensure they spend all lesson actively learning. This could be textbook questions or pre-prepared challenge questions which push learners to explain further or be critical of their own thinking, rather than repeating more of the same questions. When students complete a stretch activity, they must write "Stretch" in their books so the teacher can see those that are stretching themselves more

- Encourage teachers to spread out across the room and read the texts.
- Monitor teachers and ensure they are completing the grid correctly.
- ☼ **Stretch Activity**: Pause the teachers halfway through the activity and **say,** I am going to model using **stretch activities.** This is a key teaching technique for Top 10 #3, however it also crosses over with Top 10 #6 because it is about adapting teaching to the needs of the students. A 'stretch activity' is when the teacher asks those who finish first / or the higher performing students to extend their thinking even further rather than sit and wait for others to complete the task. Those of you who have finished or are about to finish, I would like you to write "Stretch" in your books and beneath it answer these questions (write them on the board):
  - o How would you use the gallery walk activity in a lesson you have coming up?
  - o What are the challenges with a gallery walk activity?
  - o How would you overcome these challenges?
- Remind teachers after 8 minutes that they have 2 minutes left
- After 10 minutes tell teachers to return to their seats

2.3. Gallery Walk Feedback (5 minutes)
- **Cold Call** on teachers to respond to these questions about the gallery walk activities:
  - o *Which strategies have they used before?*
  - o *How can these strategies be used in their lessons?*
  - o *Do they see any challenges using the strategies for their subject? If so, do any other teachers have ideas of how to adapt them for specific subjects?*
- **Summarise**: If the teacher adapts their teaching to level of their students, it will help students to understand all of the content, which provides students with more opportunities to learn.

> 👫 All students learn at different paces, struggle with different concepts and have different interests, regardless of their gender. Teachers are encouraged to consider the specific needs of individual students, and the needs of girls and boys in their classroom. Teachers should also consider whether they have any different expectations of girls and boys, as whether this may affect how they teach.

Step 3: Teaching Lab (45 minutes)

> **Activity Box: Micro-teaching**
>
> Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a group of other teachers during a training session. Teachers are put into small groups to plan their lesson on the same topic. Teachers are then put together with other teachers they have not worked with before to deliver their micro lesson.
> See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-lesson.

Planning Groups			
Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Micro-teaching Group			
Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1. Micro-teaching: Preparation (20 minutes) and Set-up (5 mins)

- Take down the gallery walk texts from the walls.
- **Arrange** the teachers into groups of 3 or 4 depending on the size of the class so that you have 4 group. Ensure that the groups are strategically arranged for teachers to get the most impact from the session.
- **Give** each group one of the gallery texts.
  - o Group A: Planning for mistakes
  - o Group B: Reteach to overcome the key obstacles.
  - o Group C: D.I.R.T Lesson
  - o Group D: Stretch and Challenge

Micro-teach Instructions	
1. Choose a simple topic to teach a mini lesson on 2. Using the strategy, you have been assigned, plan how you will adapt teaching to the level of the student: ▪ Group A: Planning for mistakes ▪ Group B: Reteach to overcome the key obstacles. ▪ Group C: D.I.R.T Lessons ▪ Group D: Stretch and Challenge 3. You have 15min as a group to complete the basic lesson plan template	

- *Say:* You are now going to practice adapting teaching to the level of students using one of the strategies that we have learned today.
- *Say:* You will prepare a micro lesson using the strategy you have been given in your group. You will then teach it to another small group of teachers in the class.
- They will use a basic version of the PEAS lesson plan template. Draw the below template on the board or flipchart so teachers can copy it in their notebooks:

Time	Teacher activity	Learner activity

- **Say:** You have 15 minutes to prepare mini lesson plans.

- **Say:** You need to:
  - Choose a topic on which to teach a short mini lesson (no longer than 5 mins).
  - Choose a simple topic that you could teach (this might be subject, or curriculum related, on today's CPD topic or on a previous Top 10 CPD session e.g., a refresher on preparing effective written starters)
- Manage strictly the preparation time and make sure that groups are on task. Tell the class: "You have 10 minutes left" and "You have 5 minutes left".

3.2. Micro-teach (20 minutes)
- Assign the teachers to their micro-teaching groups. Each group should have someone from Group A, Group B, Group C, and Group D
- **Ask** teachers who are acting as learners to provide opportunities for the teacher to adapt learning – either by showing they do not understand or by demonstrating that they are way ahead of the class (if they all show they understand then it will be difficult for the teacher to practice adapting teaching)
- **Ask** 'A' teachers to stand up in their groups and practice their strategy for 'adapting teaching to level of students, based on assessment' in 5 minutes.
- It is important you make sure teachers are delivering their activity in 5 minutes.
- **Say** '*You have 3 minutes left, 2 minutes left, 1-minute left*'. Many teachers will struggle with timing.
- During the micro-teach, walk around the room and **monitor**, making sure each teacher is on task. If a teacher is struggling, give them a small prompt.
- After 5 minutes **tell** the teacher to sit down, and ask B teacher to stand up and teach their session (repeat this until C and D teachers have completed the task)

Step 4: Debrief (10 minutes)

4.1. Whole class debrief (2 minutes)
- **Thank** teachers for their hard work and contribution.
- Keep teachers in their micro group.
- **Ask** teachers to give each teacher in their group feedback about how they adapted teaching. **Write** on the board:
  - *What went well?*
  - *How could they improve the activity?*
- **Ask** teachers to comment on the activity and not on the teacher. Remind teachers to be sensitive when giving feedback and always start with praising.

4.2. Revisit the learning outcomes (8 minutes)
- **Point to** the Learning outcomes and say each one out loud:
- By the end of the session teachers will be able to:
  - Say why it is important to adapt teaching to the level of students.
  - Say how information from assessments can be used to adapt teaching to students' levels.
  - Learn 4 effective strategies of adapting teaching to the level of student needs, based on assessment.
  - Use one of the strategies of adapting teaching to students needs using assessment.
- 💡 **Think – pair – share**. **Ask**: Why is it important to adapt teaching to the level of the students, basing on assessment?
- Give teachers 1 minute to think independently
- Give teachers 2 minutes to discuss in pairs
- **Cold call** on pairs to share their responses for 4 minutes

- ✓ Answer: To help the learners understand all content knowledge that is being taught, which provides students with more opportunities to learn.
- **Ask:** How and when do you plan to use one new method that you have learned about today?
  - ✓ Answer: Planning for mistakes, reteach to overcome the key obstacles, showing what 'success' looks like, Stretching students

Step 5: Observation Set up (5 minutes)

5.1. Observation Instructions (no more than 5 minutes)
- **Say:**
  - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how effectively you can adapt teaching to the level of all students, based on regular assessments.
  - o This means you must prepare an activity that demonstrates how that you have adapted the level of your teaching following an assessment, whether summative or formative. You should use one of the strategies taught today, either planning for mistakes, using stretch and challenge, reteaching to overcome key obstacles or preparing a D.I.R.T lesson.
  - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  - o The 1ˢᵗ observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - o The 2ⁿᵈ observation will be a peer observation.
  - o The 3ʳᵈ observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1ˢᵗ, 2ⁿᵈ, or 3ʳᵈ).
  - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
    - ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
    - ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.

> ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

APPENDIX

Key Information for the Facilitator:
PEAS Top 10 for Teachers – Group 2: Assessment and Feedback
Top 10 #6: Adapt Teaching to the level of students, based on regular assessment

In 2019 PEAS Internal Review of Teacher Practice indicated that effective teachers are skilled at both recognizing and adjusting to students' individual needs. Several pieces of international research point to the importance of teachers adjusting the level or pace of instruction to promote student engagement, self-regulation, and achievement. Furthermore, effective PEAS teachers were much more likely to adapt their teaching to the level of students.

During the review, a number of the effective PEAS teachers did display 'best practice' in this area by adapting their teaching after realizing that students had misunderstood key concepts. These teachers would teach a concept, check for understanding of the pupils, and then adapt their teaching accordingly.

Therefore, it was recommended that: PEAS teachers should receive training and support on ways to adapt their teaching, based on the **needs of pupils** in the classroom. Also, given the simplicity of setting 'challenge tasks' (e.g., setting students work from a textbook), PEAS teachers should be encouraged to provide such tasks for faster-paced learners.

All students learn at different paces, and so teachers need to be able to provide student-centred learning. However, creating an individual lesson for each student in the class is not possible. It is therefore important to help teachers respond rapidly to what they see in the classroom and provide them with a range of strategies to help them address differences in students' understanding. Adapting teaching might not always happen on the spot (although great teachers address misconceptions in the moment and have thought of these before the lesson meaning that they are more likely to be able to reteach in the moment), but it can also be planned for and the 'assessment' used might be a question in class, or written data to help guide adaptations.

If the assessment evidence indicates that all students are understanding what the teacher expects at this stage in the instruction, then the natural conclusion is that instruction has been effective. No change is required, and the class session can continue as planned. But, it is rare that all students understand the lesson content. So, adaptation is necessary if evidence indicates that (1) some or most of the students are misunderstanding the instruction; (2) some or most of the students have not "got it at all" yet—that is, their pace of mastery is slower than anticipated; or (3) students have already reached the level of understanding the lesson is aiming for and have none of the questions or confusion the teacher has anticipated and planned to address.

In this session teachers are going to learn about the importance and some effective strategies of adapting teaching to the level of students, basing on assessment.
Please read this manual and the strategies in the handout section before the CPD session.

Session 6 HAND OUT 1 – Planning for mistakes

What is the idea?

Adapting your teaching plan when you find out students have not understood can be difficult! One way to make that easier is to plan ahead, and specifically to plan for mistakes and misconceptions so that you are better able to adjust your lesson when needed to meet all student's needs. The idea is that if you spend a few minutes before your lessons anticipating and planning for 1) **what your students are likely to get wrong or misunderstand** and 2) **what you would do about it if they did make the error in question**, you are also much more likely to take action and change your approach if they struggle.

What does it look like?

- In your lesson plan, list out 3-5 of the most important questions you are going to ask students to check their understanding (along with the strategies you will use to make sure all students answer e.g., heads down, hands up or hand signals)
- For each question, list 1 – 2 possible incorrect answers that you think students might make (this might be based on previous summative assessments or your experience)
- Plan how you would respond to each incorrect answer.

Example: Maths

Lesson objective	Students are able to add fractions with different denominators
Important question #1	What is ¼ + 1/2? (*Multiple choice and hands signals*)
Possible incorrect answer	1/6 (because students might add both the denominators and numerators)
Possible responses	- Ask students whether 1/6 is smaller or larger than ½ (it is smaller so encourage students to realise this is a mistake) - Ask students to draw two circles and divide them both into 4 equal sections. Ask them to colour in ¼ in one and ½ in the other. Use this to help students understand the correct answer. - Ask students what the general rule is when adding fractions (convert fractions so they have same denominator and add numerator)

Example: English

Lesson objective	Students are able to use a simile in prose
Important question #1	Can you provide an example of a simile? (*3, 2, 1... show me*)
Possible incorrect answer	Student provides example of a metaphor
Possible responses	- Ask students what the definition of a metaphor is? Does the recent example shared fit this definition or the definition of a simile? - How can you tell the difference (simile uses 'like' or 'as')? - Ask them if they can rephrase the example given as a simile e.g., if example was 'it's a mountain', rewrite to 'it's as big as a mountain'

peas

What is the idea?

After conducting a formative or summative assessment strategy a teacher might realise that the whole class, a group or just 1 or 2 students do not understand a specific topic or sub-topic. The teacher can then "re-teach" it to the class, smaller group, or individuals to help them understand. However, it is important to try to understand *why* students did not understand the first time so that you do not just repeat the same instruction which may not help students learn. Teachers must therefore consider what was the key obstacle to student learning. There are lots of possible options but trying to understand this will mean that you can "re-teach" more effectively.

What does it look like?

There are lots of options for why students might not have understood a topic. Using questioning techniques, teachers can better understand why this is the case and then adapt their teaching to support all students (either in a whole class if it is a common misconception or error shared by all students, or in a smaller group)

Why have the students not understood?	Options for adapting teaching to meet students' needs
The teacher's instruction for the task or question was not clear	*Clarify the question by:* • Repeating instructions clearly and writing these on the board, checking for understanding by asking a student to repeat • Ask students to discuss in pairs the definitions of key words in the question • Ask students to discuss in pairs the task or question, and cold call on pairs to share their feedback to get a sense of whether students have grasped it.
The teacher's explanation of the key content was not clear.	*Re-explain, using:* • different metaphors or examples • a different mode of instruction (e.g., visual) • Do another "I do, we do"
The students have not mastered an essential underlying skill	*Review prior learning by:* • determining if any earlier key underlying skills have been missed or should have been revised in a starter activity. • helping the students revise the key underlying skill
Students have not had sufficient time on task.	*Provide additional guided or independent practice by:* • setting small-group practice activities. • assigning new homework problems.

Important note: When creating a smaller group of students to provide additional targeted instruction it is important to continue to communicate your high expectations of these learners. Recognise that all students make mistakes and praise their efforts to avoid students feeling disheartened or the group being stigmatised.

Session 6: Hand out 3: D.I.R.T lessons

What is the idea?

D.I.R.T stands for Directed Improvement Reflection Time.
DIRT: Is a great way for students to act upon the written feedback the teacher has given following independent practice or an assessment. DIRT allows students to reflect/act upon the comments that have been written, as feedback. This ensures that the feedback is being put to use and is supporting the progress of students, not for their next piece of work but NOW – today, in their lesson. D.I.R.T is a good way for students to see the progress they are making, and for teachers to see this too.

What does it look like?
First the teacher provides written feedback to every student following an independent activity or an assessment. In this feedback, they might give students an action to complete, underline key mistakes or write letters which highlight what they need to do to improve their work (see Biology example below).

When providing written feedback, teachers should acknowledge & value the unique contributions of all students. Feedback should focus on growth and improvement, avoiding gender-specific praise of critique. It's helpful to avoid looking at the student's name on the assessment or exercise book, as this avoids any unconscious bias about what certain students are capable of.

The following lesson, students are guided to reflect and act upon the comments that the teacher has given. The students cannot be told just to get on with it, they need to be guided through this process. The teacher provides guidance. The example below shows a D.I.R.T. biology lesson. Here students are asked to read the teachers feedback and then write a self-reflection on what went well and even better if. They also need to read which letters the teacher has written in their book. If the teacher wrote A and E in their book, the student knows that they need to write a definition of a stem cell (a) and write about the future of stem cell research (e).

Example:

D.I.R.T: Biology
What went well: _____
Even better If: _____
A = a definition of a Stem Cell
B = an explanation of embryonic stem cell
C = an explanation of adult Stem Call
D = compare and contrast adult and embryonic stem cell
E = consider the future of stem cell research

D.I.R.T
1. Respond to the questions on the feedback I have given
2. Make improvements and corrections based on your feedback
3. Correct spellings and underline titles and dates.

peas

Session 6 Hand out 4 – Stretching and challenging students.

What is the idea?

Adapting your teaching to meet all students does not just refer to supporting those students who need extra help to understand a topic or pushing those who are high performing. It is important that teachers stretch and challenge the thinking of all learners. This means creating lessons where challenge is at the forefront of teaching and learning. It takes the learners out of their comfort zone. To stretch all students effectively, the teacher needs to identify the more able learners in their classroom, as well as the learners that need additional support. The most effective way to identify students according to their ability is by doing regular assessments. Comments about student abilities can be written onto a lesson plan and can be updated regularly following assessments.

Approaches to develop stretch and challenge:

- **Stretching and challenging all learners:**
  - **Targeted Questioning:** Teachers can use questioning to stretch learners of different abilities. Students of lower abilities can be targeted with low-level questions which require one-word or yes/no answers. These are useful for building confidence More able students can be questioned with high-order questioning which prompts learners to explore the reasoning and logic behind the idea or concept, and encourages them to be critical. Examples of this are:
    - What do you mean when you say x?
    - Could you explain that point further?
    - Can you provide an example?
    - Is there a different point of view?
    - What are the long-term implications for this?
    - What do you think was important about that question?
    - What would have been a better question to ask?

Without realising it, teachers tend to target boys with higher-level questions that require them to apply their knowledge and think critically. While girls are often targeted with lower-level questions that require them only to remember content. Teachers should ask higher-level questions to girls and boys, fast-paced learners and slower-paced learners. That way, everyone in the classroom is encouraged to challenge themselves.

  - **Choice of Task:** The teacher can offer a range of tasks with different levels of challenge so all students, regardless of their starting point, can be challenged and accelerate their learning. The teacher must think carefully about how a task is scaffolded and which students would be likely to access it.
    - *Providing a stretch task*
    - *Providing sentence starters*
    - *Providing a writing frame or worked example*
  - **Group Work:** Identify how students could be grouped together and ensure they are appropriately challenged and can make an effective contribution.
    - Pairing most able learners together; or mixing abilities in group work

Mix up girls and boys in pairs or small group work. This allows girls and boys to collaborate, check in with each other around their learning, ask questions, guide each other and reflect together. Teachers should do regular Think-Pair-Shares to give girls and boys the opportunity to speak, and be heard. In small group work, always ensure that girls and boys take turns in various roles such as the note taker, facilitator and presenter.

- **Stretch Activities** Set more able students a stretch activity to ensure they spend all lesson actively learning. This could be textbook questions or pre-prepared challenge questions which push learners to explain further or be critical of their own thinking, rather than repeating more of the same questions. When students complete a stretch activity, they must write "Stretch" in their books so the teacher can see those that are stretching themselves more.
- **Give high performing students a role of 'student teacher'.** Ask a student who finishes their work early or is very strong at a particular skill to be a 'student teacher' while other students complete the independent task. This means they will circulate the room and support other students who need help. Teachers should give instructions that student teachers must be supportive, not just provide students with answers.

Encourage both girls and boys to take on student teacher roles. This creates an inclusive classroom environment, and fosters a sense of agency ad empowerment for all students.

HAND OUT: Gallery Walk Reading Grid

Activity name	What does the strategy look like?	What is the specific benefit of using this strategy?	How would you adapt it to one of your lessons?
1			
2			
3			
4			

Top 10: Manual 7a
New teaching content is presented in small steps, and students are provided with relevant teaching aids

CONTENTS

SESSION 7a: new teaching content is presented in small steps, and students are provided with relevant teaching aids

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours

Session Overview

This is the first session **in PEAS Top 10 Group 3: Classroom Delivery.** The session is split into two parts, session A and session B. In session A teachers are introduced to the concept of **working memory** and the techniques that can be used to help **break down information into small steps**. Session B will provide teachers with time to analyse the curriculum material to see how it can be broken down and apply these techniques in context.

Learning outcomes:
- Say what **working memory** is and why it's important to understand when teaching.
- Say why **breaking down new information** into small steps and using **teaching aids** is important.
- Understand and be able to use four teaching techniques to break down new information into small steps and provide teaching aids (*Model answers, Sentence Starters, Pre-teaching, Writing Frame*)

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activity: Sentence Starters	Review Top 10 #6	Notebooks	6
	1.2 Starter Activity: understanding working memory	Quick 'test' to learn working memory operates	Flipchart or manila paper	6
	1.3. Learning Outcomes	Reading learning outcomes	Learning outcomes written on the board	3
2) THE MAIN IDEA	2.1. Activity Set up and Reading	Think pair share – make it relevant to teachers' experiences Gallery walk activity	Board work Reading handout	15
	2.2. Activity Feedback	Gallery walk feedback		15
3) TEACHING LAB	3.1 Micro-teaching: Preparation and Set-Up	Practising using new techniques	handouts	15
	3.2. Micro-teaching	Practising using new techniques	handouts	30
4) DEBRIEF	4.1. Whole class debrief	Debrief		10
	Think-pair- share	Think-pair-share questions		5
5) OBSERVATION SET-UP	5.1. Observation Set-up	Instructions for classroom observations	Observation process	5

Materials	Preparation Checklist

• Flipchart or Manila Paper
• Printed Handouts (see 7B Appendix)
   o Gallery Walk Handouts
   o Gallery Walk Grid
	• Read Key Information for the Facilitator in the Appendix.
	• Read the information in the Modelling box (below).
	• Write up the starter (1.1) on the board
	• Clearly display the Learning Outcomes

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.7: New teaching content is presented in small steps, and students are provided with relevant teaching aids

🔗 **Link to lesson observation matrix:**

CLASSROOM DELIVERY > *3.5 The teacher's instructions for activities are clear, and all students know what is expected of them*

CLASSROOM DELVERY > *3.7 The teacher provides thinking tasks that require students to actively analyse content, as opposed to simply receiving information or building fluency (i.e., rote learning).*

💡 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **2 specific teaching techniques sentence starters** (page 172) and **Think, Pair, Share** (page 174)

When you see the modelling symbol (💡), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (15 minutes)

1.1 Starter Activity: reviewing prior learning (6 minutes)

💡 **Modelling Box: Sentence Starters**

Sentence Starters are tasks in which students are given a semi-completed piece of work and are asked to complete it on their own. This helps students to focus on and master one specific part of task.

- Before the session, **write** the following on the board:

Board Layout:

> Starter Activity:
> In the last CPD session we focused the Top 10 _____.
> This Top 10 focuses on_____
> One technique I remember learning in this session was _____. This is when_____.
> This technique is useful in a lesson because _____.

- 💡 **Say:** During this starter activity I am going to model one of the Top 10 teaching strategies from this CPD session. On the board you will see **Sentence Starters**. This is when you give your

students a semi-completed piece of work and they are asked to complete it on their own, usually by finishing the sentence off. This helps students focus on and master one specific part of a task, ensuring they follow the correct structure and use the correct language. You will now complete this starter activity based on the learnings from the last CPD session you had **(this may vary depending on the last CPD you did).**

- Give teachers 5 minutes to complete this activity.
- **Cold Call** on 1 teacher to share their answers (ask teachers not to put their hands up, as the facilitator will randomly select 1-2 teachers).
- **Cold call** on another teacher to give feedback about the use of sentence starters. You could ask a question like, "Do you think this is a useful approach to supporting student learning?" or "Could you use this in your own classroom, if so, how?"

When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

- **Explain** that today's CPD session will focus on **Top 10 #7: New teaching content is presented in small steps, and students are provided with relevant teaching aids**. Today we will focus on something called **working memory** and specific techniques that can be used in all classrooms. In the next session, we will have more time to analyse curricula.

1.2 Starter Activity: understanding working memory (6 minutes)
- **Say:**
  - I'm going to ask you to perform a few tasks to exercise your working memory. I'm going to give you five words and I just want you to remember them. Please don't write them down, just hold them in your mind. While you're keeping them in your mind, I'm going to ask you to answer three questions. I want to see what happens to those words. So here are the words:
  - **Tree** (pause) **highway** (pause) **mirror** (pause) **Saturn** (pause) **electrode** (don't repeat)
  - Now please just shout out what the answer is to 15 x 8.
  - Now I want you to hold out your left hand and count to ten using your fingers.
  - Now I want you to recite the last five letters of the English alphabet backwards (you should start with Z!)
- **Ask** teachers to put their hand up if they are confident, they can remember all 5 words from the start.
- **Say:** Typically, people end up remembering less than half of the 5 words – which is normal! There will be a range, and some people can remember 5 words, some people can remember 0 and some will remember 2 or 3.
- **Say:** This is because of how our working memory works. Working memory helps us communicate and have conversations, it allows us to problem solve and to react to new ideas and information. **However, working memory is finite. We can only hold about 4 things in our working memory for about 10 to 20 seconds unless we process it, apply it or talk to someone about it. However, our long-term memory – where we store information – is infinite**
- **Ask: Why is it important to know this for our classroom practice?**
- **Cold Call** on 2 teachers to answer the question (Ask teachers not to put their hands up, but select teachers at random).

- ✓ Students can only hold a small amount of new information in their minds, and we need to know that to help them learn effectively.
- ✓ This means that if we don't plan effectively, we can **overload pupils** with too much content that they will not be able to remember. We learned about this in Top 10 #1 🔗 .

1.3 Learning Outcomes (2 minutes)
- **Write** learning outcomes on the board (see below)
- **Say:** By the end of the session teachers will:
  - Be able to explain why understanding working memory is important for teaching.
  - Understand 4 key strategies to optimise the load on students' working memories to maximise learning.
  - Practice 1 of these strategies

Step 2: The Main Idea (35 minutes)

Read clearly:

- We have learned about working memory and how impacts learners. **Working memory** is crucial in learning, as evidence shows that learning happens when we transfer information from our working memory to our long-term memory. However, this process can be stopped if our working memory is '**overloaded'** – this happens when we have to process too much information at once. Teachers need to know how to avoid 'overloading' students working memory.
- We are going to explore techniques that can help to **minimise the load** on our students' working memory. These will help to maximise students' learning by helping them move new information from their working memory to their long-term memory. The main idea is that we want to break down new information or processes into small steps. This is sometimes called '**scaffolding'**. The teacher is constructing the '**scaffold'** so that all students can achieve.
- **There are two key aspects to this**. The first involves help students to increase their background **knowledge** and the second is to **reduce the load on their working memor**y. We have already learnt some techniques that help with this, for example starter activities that help students recall prior learning helps to embed background knowledge and sharing success criteria helps to break down activities into small steps.
- Today we will be learning about 4 new techniques that help us achieve this.

2.1 Think-Pair-Share: Making it Relevant (10 minutes)

> 💡 **Modelling Box: Think-Pair-Share**
> Think-Pair-Share (TPS) is a collaborative learning strategy in which learners work together to solve a problem or answer a question. This technique requires learners to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

- 💡 **Say:** I am now going to model a questioning technique called **Think-Pair-Share**. This is a useful technique to ensure that every student is engaged in the class discussion and that students can learn from one another.
- **Say:** Think of an example of a question or topic in your subject area that might be particularly challenging for students due to the small capacity of working memories. These might be

peas

challenging areas that require students to hold a lot of information in their mind at once or recall prior learning while trying to solve a problem.
- Give teachers <u>1 minute</u> to think of their response independently.
- Give teachers <u>2 minutes</u> to share their thoughts with their pair.
- **Cold Call** on 2-3 pairs to feedback to the whole group (randomly select 2-3 pairs to share responses, rather than those with their hands up).

2.2 A Gallery Walk: Set up (5 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. Learners write notes in a reading grid. It is a useful activity for transmitting lots of text information and improves the pace of the lesson by getting participants moving around the room.

- Before the lesson <u>print the 4 Gallery Walk Starter Texts</u> found in the handout section at the <u>end of</u> <u>the 7B session plan</u> and stick them on the walls so they are far apart
- <u>Print the Gallery Walk Reading Grid</u> in the handout section at the end of this document and distribute to teachers.
- **Say:** Now we are going to learn about some strategies that can help teachers break down new information into small steps
- **Ask** teachers to draw the grid in their notebooks if you cannot print.
- **Say:** You are now going to read about 4 effective strategies to present new teaching content in small steps, and provide students with relevant teaching aids
- Remind them about the gallery walk activity they have done before and ask anyone to explain what the instructions are.

- **Review Instructions:**
  1. *For 10 minutes, please move around the room and read the texts on the wall.*
  2. *At each station, take notes in the gallery walk grid.*
  3. *In the first column, it says the name of the strategy for integrating effective pair/group work to drive collaboration.*
  4. *In the second column, you will write down what the activity looks like.*
  5. *In the third column, you write the specific benefit of using this strategy.*
  6. *In the fourth column, you write how you would adapt it to one of your lessons.*

2.3 Gallery Walk Reading (15 minutes)
- (*Remind teachers after 8 minutes that they have 2 minutes left)*
- Encourage teachers to spread out across the room and read the texts.
- **Monitor** teachers and ensure they are completing the grid correctly.
- *Stretch*: If some teachers have finished early ask them how they would use the gallery walk activity in their own classes. What are the challenges, how could they overcome them? (this is an example of an '**stretch activity**' in action as the facilitator is asking those who finish first to extend their thinking even further rather than sit and wait for others to complete the task)
- After 10 minutes tell teachers to return to their seats

2.4 Gallery Walk Feedback (5 minutes)
- **Ask** teachers to work in pairs and check their answers.
- **Cold Call** on teachers (randomly select 4 teachers to share their answers):

- o *Which strategies have they used before?*
- o *Which strategies do they like best?*
- o *How can these strategies be used in their lessons?*
- o *Do they see any challenges using the strategies for their subject? If so, do any other teachers have ideas of how to adapt them for specific subjects?*
- • **Say**: If the teacher breaks down new information into small steps, we can maximise learning by making sure we don't 'overload' students' working memories and help them transfer new information into their long-term memory.

Step 3: Teaching Lab (45 minutes)

Activity Box: Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a small group of other teachers during a training session. Teachers are put into small groups to plan their micro-teaching lesson on the same topic. Next, teachers are put into groups other teachers they have not worked with before to deliver their micro-teach lesson. Remember to group staff effectively so that the outcomes of the session can be maximised. See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-teach.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1 Micro-teaching: Set Up and Preparation (15)
- • Take down the gallery walk texts from the walls.
- • Effectively arrange the teachers into groups of 3 or 4 depending on the size of the class so that you have 4 groups.
- • Give each group one of the gallery texts.
  - o Group A: Model answers
  - o Group B: Sentence Starters
  - o Group C: Pre-teaching
  - o Group D: Writing Frames

Micro-teach Instructions and Success Criteria box

Micro-teach Instructions.	Success Criteria
	1. State how you will break down the new information into small steps.

1. Imagine that you are going to teach a lesson on directions to the school from the nearest big town. 2. Using the strategy you have been assigned, plan how you break down the information into small steps. 3. You have 15 minutes as a group to fill in your lesson plan.	2. Demonstrate which teaching aids will help learners during the lesson

- **Say:** You are now going to practice presenting new teaching content in small steps and provide students with relevant teaching aids using one of the strategies that we have learned today.
- **Say:** You will prepare a micro lesson using the strategy you have been given in your groups. You will then teach it to another small group of teachers in the class.
- They will use a basic version of the PEAS lesson plan template. Draw the below template on the board or flipchart so teachers can copy it in their notebooks.

Time	Teacher activity	Learner activity

- **Say:** You have 15 minutes to prepare mini lesson plans showing at what point are they going to present new teaching content in small steps, and provide students with relevant teaching aids
- **Say:** You need to teach a lesson on how to create an inclusive classroom environment (it must be no longer than 5 minutes).
- Manage strictly the preparation time and make sure that groups are on task. Tell the class: "*You have 10 minutes left*" and "*You have 5 minutes left*".

3.2 Micro-teach (30 minutes)

- Assign the teachers to their micro-teaching groups. Each group should have someone from Group A, Group B, Group C, and Group D
- **Ask** 'A' teachers to stand up in their groups and practice their strategy for 5 minutes.
- It is important you make sure teachers are delivering their activity in 5 minutes.
- During the micro-teach, walk around the room and monitor, making sure each teacher's practice aligns with the success criteria above. If a teacher is struggling, give them a small prompt.
- **Say** '*You have 3 minutes left, 2 minutes left, 1-minute left*'. Many teachers will struggle with timing.
- After 5 minutes **tell** the teacher to sit down, and ask B teacher to stand up and teach their session (repeat this until C and D teachers have completed the task)

Step 4: Debrief (10 minutes)

4.1 Whole class debrief (10 minutes)

- Thank teachers for their hard work and contribution.
- Keep teachers in their micro teaching group.
- **Ask** teachers to give each teacher in their group feedback about how they broke down new information into small steps. Write on the board:
  - *What went well?*

o *How could they improve the activity?*
- **Ask** teachers to comment on the activity and not on the teacher. Remind teachers to be sensitive when giving feedback and always start with praise.

> When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions.. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

4.2 Revisit the learning outcomes.
- Return to the learning outcomes for the training session.
- **Point to** the Learning outcomes and say each one out loud:
- By the end of the session teachers will be able to:
  o Say what working memory is and why it's important to understand when teaching.
  o Say why breaking down new information into small steps and using teaching aids is important.
  o Understand and be able to use four teaching techniques to break down new information into small steps and provide teaching aids.
- **Think – pair – share**. **Ask** teachers to think for one minute about the following questions, then discuss with their partner for 2 minutes:
  o *Why is it important to break down new information into small steps?*
    ✓ Answer: To ensure students working memory is not overloaded, so they are able to transfer new information into their long-term memory. To help build up a skill and knowledge gradually.
  o *How and when do you plan to use one new method that you have learned about today?*
    ✓ Answer: model answers, sentence starters, pre-teaching, writing frame
- **Cold Call** on a few pairs to share what they discussed with the whole group (4 minutes)
- **Summarise:** To effectively break down new information into small steps, it is crucial that teachers spend time analysing the curriculum material to see how it can be broken down. In our next session, we will spend time exploring the relevant curriculum and how we can plan to break down new information.

Step 5: Observation Set up (5 minutes)

5.1 Observation Instructions (5 minutes)
- **Say:**
  o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how present new teaching content in small steps.
  o This means you must prepare a teaching aid to support learners when understanding new content. You should use one of the teaching aids taught today.
  o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
  o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.

- o The 2nd observation will be a peer observation.
  - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
    - ▪ **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
    - ▪ **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
    - ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Top 10: Manual 7b
New teaching content is presented in small steps, and students are provided with relevant teaching aids

CONTENTS

peas

SESSION 7b: New teaching content is presented in small steps, and students are provided with relevant teaching aids

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 hours
Session Overview

This is the second session **in PEAS Top 10 Group 3: Classroom Delivery.** In session A teachers were introduced to the concept of working memory and the techniques that can be used to help break down information into small steps. Session B will provide teachers with time to 1) break down curriculum material in their own subject specialism, 2) apply the techniques learned in session B in context.

Learning outcomes:
- Identify where a breakdown in curriculum material is necessary to optimise the load on students' working memories.
- Apply teaching techniques to break down new information into small steps
- Provide appropriate teaching aids needed to pre-teach new curriculum material (Worked examples., Completion tasks, Pre-teaching, Using instructions)

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
1) INTRODUCTION	1.1 Starter Activity: recall prior learning	Review Top 10 #7a	Notebooks Flipchart or manila paper	13
	1.2. Learning Outcomes	Reading learning outcomes	Learning outcomes written on the board	2
2) THE MAIN IDEA	2.1. Activity Set up and Reading	Think pair share – make it relevant to teachers' experiences Gallery walk activity	Board work Reading handout	15
	2.2. Activity Feedback	Gallery walk feedback		15
3) TEACHING LAB	3.1 Micro-teaching: Preparation and Set-Up	Practising using new techniques	handouts	25
	3.2. Micro-teaching	Practising using new techniques	handouts	20
4) DEBRIEF	4.1. Whole class debrief	Debrief		10
	Think-pair- share	Think-pair-share questions		5

5) OBSERVATION SET-UP	5.1. Observation Set-Up	Instructions for classroom observations	Observation process	5

Materials	Preparation Checklist

• Flipchart or Manila Paper
• PEAS Top 10 Poster
• Small pieces of paper 1 for each teacher for the Exit Tickets (Activity 4.2)
• Printed Handouts (see Manual Appendix)
    ○ Gallery Walk Handouts
    ○ Gallery Walk Grid
	• Read through Key Information for the Facilitator in the Appendix.
	• Read through the information in the Modelling Box (below). Write up the starter (1.1) on the board
	• Write up questions for activity 2.1 on a separate part of the board.
	• Write up the Writing Frame from activity 2.2 on the last part of the board (if there's space).
	• Clearly display the Learning outcomes

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.7: New teaching content is presented in small steps, and students are provided with relevant teaching aids

🔗 **Link to lesson observation matrix:**

CLASSROOM DELIVERY > *3.5 The teacher's instructions for activities are clear, and all students know what is expected of them*

CLASSROOM DELVERY > *3.7 The teacher provides thinking tasks that require students to actively analyse content, as opposed to simply receiving information or building fluency (i.e, rote learning).*

CLASSROOM DELIVERY > *3.8 The teacher makes connections in the lesson that relate to other content knowledge or relates learning to students' daily lives.*

🔆 **Modelling Box:**

As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals has been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques** **Stretch activities** (page 185), **Writing Frames** (page 184) and **Exit Ticket** (page 187).

When you see the modelling symbol (🔆), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a <u>Modelling Box</u> about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (15 minutes)

1.1 Starter Activity: Reviewing Prior Learning (13 minutes)

peas

- Before the session, **write** the following questions on the board (not the answers with tick marks)
  - What was our focus in the last CPD?
    - ✓ Top 10 #7a: New teaching content is presented in small steps, and students are provided with relevant teaching aids.
  - Why is working memory important for teachers to understand?

    - ✓ Students can only hold a small amount of new information in their minds, and we need to know that to help them learn effectively.
  - Ask the teachers to name 4 key strategies to optimise the load on students' working memories to maximise learning, covered in the previous session.
    - ✓ Model answers
    - ✓ Sentence Starters
    - ✓ Pre-teaching
    - ✓ Writing Frames
- **Cold Call** on 1-2 teachers to share what they wrote down and explain correct answers (Don't select teachers with their hands up, instead random select 1-2 teachers)
- **Say:** Today's CPD session will focus on Top 10 #7b: New teaching content is presented in small steps, and students are provided with relevant teaching aids. We will identify where **we need to break down curricula to optimise the load on students' working memories; consider the appropriate subject-specific teaching aids you will need to create, and what knowledge you will need to pre-teach.**

1.2 Learning Outcomes (5 minutes)
- **Write** learning outcomes on the board (see below)
- **Say:** By the end of the session teachers will:
  - Identify where a breakdown in curriculum material is necessary to optimise the load on students' working memories.
  - Apply teaching techniques to break down new information into small steps.
  - Provide appropriate teaching aids needed to pre-teach new curriculum material (Model answers, Sentence Starters, Pre-teaching, Writing Frames).

Step 2: The Main Idea (25 minutes)

2.1. Group Activity: Set-up (5 minutes)
- Arrange the teachers into groups of 3 or 4, depending on the size of the class and each teacher's subject specialism, so that you have 4 groups (or allow teachers to group themselves according to their subject specialism).
- Once you have done this, you should have, for example, a group of Maths teachers, a group of science teachers, etc.
- **Say**: In our last session we learned about the importance of chunking new material into smaller steps. We are now going to spend some time today putting what we have learned into practice.
- **Say:** I want you to think independently about the following questions as you review your curricula (you could write these on the board so that teachers can refer back to them)
  - *Based on what you are currently teaching, which part do pupils find most difficult to understand? Why do you think this is?*
  - *What do you currently do to 'break it down'? How effective do you think this way/method of breaking down the curriculum is for student learning?*

peas

> o *How can you, as a group, use the strategies learned last session (provided as handouts) to plan to break down either this area or a new area you have identified that students find difficult?*

2.2. Group Activity – Designing Teaching Aids (20 minutes)

> -☼- **Modelling Box: Writing frame**
>
> Teachers can **simplify a complex task** by providing students with clear **step-by-step instructions** on what to do. If students clearly understand the process they need to follow, they are less likely to experience frustration or give up because they haven't fully understood what they are expected to do.

- **Say:** You will now be **applying** The **Top 10 #7 to the 1-2 areas you have chosen and will be create teaching aids** (learned in the previous session) to ensure that students are understanding and learning.
- **Say:** Each group will discuss how they will apply Top 10 #7 and what the most effective teaching aid will be for their subject.
- -☼- **Say:** I am now going to model one of the Top 10 teaching strategies for this CPD session; **Writing Frame**.
  - o The following is a scripted example – you can either follow this one or use your own:
  - o **Say:** I am part of the Geography Department. Following a discussion with my department we decided that students are currently struggling with exam technique. Many students are writing too much and not organising their thoughts in a logical order. We need to improve their exam technique, in particular the structuring of their paragraphs to show their arguments clearly and succinctly. We are going to design a teaching aid to support them with clear structuring of paragraphs.
  - o **Say**: An effective teaching aid to support students with this skill would be a **Writing Frame**. I will write up a writing frame on the board and students will use this writing frame to clearly structure their paragraphs.
  - o **Write the example writing frame on the board:**

Question: For a hot desert environment you have studied, to what extent does this landscape provide opportunities and challenges to development
1s paragraph: Name the cold environment you studied. Where is it? Include facts/figures about the place you studied.
2nd paragraph: Name 2 challenges in developing hot environments (Think social, economic or environmental)
3rd paragraph: Name 2 opportunities for developing in hot environments (think social, economic or environmental)
4th Paragraph: Are there more opportunities or challenges for developing hot environments?
5th Paragraph: Conclusion: Finish with your justified opinion. *Overall, I think that there are more challenges/opportunities because…..*

- **Say:** This is a model of how you should create your own teaching aids. I have asked each group to create **1-2 teaching aids on poster paper** that their department can use in this subject (e.g., a sentence starters or success criteria).
- **Say** You have 20 minutes.

peas

👫 It is important that teaching materials reinforce the equal value and treatment of girls and boys in the learning environment. Remind teachers to be gender-aware when developing their teaching aids. This means adapting teaching materials to address gender stereotypes and adding examples to demonstrate more equal positions for men and women, boys and girls. For example drawing or using the representation of a female scientist rather than a male.

2.3. Group Activity: Feedback

Activity Box: Gallery walk

In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. Learners write notes in a reading grid. It is a useful activity for transmitting lots of text information and improves the pace of the lesson by getting participants moving around the room.

- Remind teachers about the gallery walk activity they have done before, but this time they are going to use the resources they have created in their groups.
- **Ask** teacher groups to put the teaching aid(s) they create on the wall so they are far apart.
- Once the teachers have stuck their teaching aid(s) on the walls, the gallery walk will begin (10 minutes)
- **Write on the board:**
  - *What is the teaching aid they have used?*
  - *What is the benefit of using this teaching aid?*
  - *How would you adapt it to one of your lessons?*
  - *What would this teaching aid look like in your subject & topic(s)?*
- **Say:** You will walk around the room individually and take notes in your notebook. As you note down feedback, consider and reflect on these questions (on the board).
- *Remind teachers after 8 minutes that they have 2 minutes left.*
- Monitor teachers and ensure they are writing feedback for each teaching aid.

💡 **Modelling Box: Stretch Activity**

Stretch tasks should be assigned to **higher performing students to make sure they spend all lesson time actively learning**. Stretch activities could include extra questions from the textbook or challenging questions written on the board. It is important that these questions push the students in their learning rather than repeat more of the same questions. When students complete a stretch activity, make sure they write "Stretch" in their books so the teacher can see those that are stretching themselves.

- *Stretch*: If teachers have finished early, pause the group halfway through the activity and tell them that you are going to model a stretch task. (🔗 Top 10 #6)

- 💡 **Say**:
  - I am going to model what a **stretch activity** looks like. This is a Top 10 strategy from Top 10 6. This technique is helpful to support and extent the thinking of high ability learners and those that finish tasks quickly.
  - If you finish ahead of time, I would like you to complete this stretch task. Please write in your notebooks "stretch", and then identify any other teaching aids that are not part of this gallery walk that might support learner's memory.
  - For example, this could be designing a story with key words or creating a helpful mnemonic.

peas

- After 10 minutes tell teachers to return to their seats
- **Summarise**: as we have seen from this activity, it is important to create teaching aids that support pupils in their learning and to make sure that their working memory is not overloaded.

Step 3: Teaching Lab (45 minutes)

Activity Box: Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a small group of other teachers during a training session. Teachers are put into small groups to plan their micro-teaching lesson on the same topic. Next, teachers are put into groups other teachers they have not worked with before to deliver their micro-teach lesson. Always ensure that groups are strategically planned for to ensure that the session outcomes are maximised. See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-teach.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1 Micro-teaching: Set Up and Preparation (15 Minutes)

Explain to the groups that they will now present their topics using the teaching aids they designed to the rest of the class.

Micro-teach Instructions and Success Criteria box.

Micro-teach Instructions.	Success Criteria
1. Imagine that you are going to teach a lesson on your chosen topic/s. 2. Using what you have learned, plan how you would break it down into small steps with appropriate teaching aids. 3. You have 15 minutes as a group to fill in your lesson plan.	1.Show how you will break down the topic into small steps. 2.Show which teaching aids will help learners during the lesson.

- **Say:** You will prepare a micro lesson on the 1-2 teaching aids you have chosen as a group using what you have learned.
- They will use a basic version of the PEAS lesson plan template. Draw the below template on the board or flipchart so teachers can copy it in their notebooks:

Time	Teacher activity	Learner activity

- **Say:** You have 15 minutes to prepare mini lesson plans showing at what point you are going to present new teaching content in the topic in small steps, and provide students with relevant teaching aids
- You need to manage strictly the preparation time and make sure that groups are on task. Tell the class: "*You have 10 minutes left"* and "*You have 5 minutes left*".

3.2 Micro-teach (20 minutes)
- Assign the teachers to their micro-teaching groups. Each group should have someone from Group A, Group B, Group C, and Group D
- **Ask** 'A' teachers to stand up in their groups and practice their strategy for 5 minutes.
- It is important you make sure teachers are delivering their activity in 5 minutes.
- **Say** '*You have 3 minutes left, 2 minutes left, 1-minute left'*. Many teachers will struggle with timing.
- During the micro-teach, walk around the room and monitor, making sure each teacher is on task. If a teacher is struggling, give them a small prompt.
- After 5 minutes **tell** the teacher to sit down, and ask B teacher to stand up and teach their session (repeat this until C and D teachers have completed the task)

Step 4: Debrief (10 minutes)

4.1 Whole class debrief (2 minutes)
- Thank teachers for their hard work and contribution.
- Keep teachers in their micro teaching group.
- **Ask** teachers to give feedback about how the teachers in their group brokedown new information into small steps. Write on the board:
    - *What went well?*
    - *How could they improve the activity?*
- **Ask** teachers to comment on the activity and not on the teacher. Remind teachers to be sensitive when giving feedback and always start with praise.

4.2 Revisit the learning outcomes (8 minutes)

> ⚙️ **Modelling Box: Exit Tickets**
> An exit ticket is a simple, 3-5 minute task for the end of the lesson, which tells the teacher whether students have understood the lesson's objectives. A good exit ticket must:
> - Include all aspects of the lesson
> - Cater for all abilities
> - Be quick to answer
> - Be quick to mark

- Return to the learning outcomes for the training session.
- **Point to** the Learning outcomes and say each one out loud:
- By the end of the session teachers will be able to:
    - Identify where a breakdown in curriculum material is necessary to optimise the load on students' working memories.

- o Apply teaching techniques to break down new information into small steps.
- o Provide appropriate teaching aids needed to pre-teach new curriculum material (Worked examples., Completion tasks, Pre-teaching, Using instructions).

- • Hand out one small piece of paper to each teacher (it can be the size of a small square (roughly the size of your hand).
- • ☀ **Say:** I am going to model the Top 10 Strategy **Exit Tickets.**
- • **Write** on the board:
    - o Name two things that went well?
    - o Name one thing that didn't go well? Why do you think this is?
    - o How do you think you can improve it so that it is better next time?
    - o What specific benefit of using this teaching aid in this topic
- • **Say:** Write the answers to these 4 question on a piece of paper. You will hand me these pieces of paper as you leave the CPD after the observation instructions are given. I will look through the pieces of paper and check that everyone has answered these questions correctly. If many of you answer incorrectly, I will re-teach elements of this CPD next CPD session.

Step 5: Observation Set-Up (5 minutes)

5.1 Observation Instructions (5 minutes)
- ● **Say:**
    - o You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on how present new teaching content in small steps.
    - o This means you must prepare a teaching aid to support learners when understanding new content. You should use one of the teaching aids taught today.
    - o After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
    - o Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- ● Teachers have three observations per term
    - o The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
    - o The 2nd observation will be a peer observation.
    - o The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - o ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - o ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - ▪ **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
        - ▪ **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.

peas

- **Arrange a time for your observation** – look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
- **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
- **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

APPENDIX 7A and 7B

Key Information for the Facilitator

Top 10 No.7: New teaching content is presented in small steps, and students are provided with relevant teaching aids. This Top 10 will be taught over two sessions. This is because for teachers to break down new learning effectively, they must be given time to analyse their curriculum and consider how they will break down learning effectively. **The first session will cover working memory and techniques, while the second session will provide time for teachers to consider this in the context of their curriculum and design teaching aids.**

Evidence suggests that more effective teachers recognise the need to deal with the limitations of working memory and overcome this by breaking down concepts and procedures into small steps. Our working memory – the place where we process information – is small. It can only handle a few bits of new information at once, and too much new information can quickly overwhelm us. Therefore, more effective teachers break down concepts, and allow opportunities to practice each of these steps. They also provide relevant teaching aids (e.g., diagrams, writing frames, alternative explanations) to help students build a strong understanding. Such an approach is not unique to teaching. For example, sports coaches recognise the need to develop specific definable skills before practising complex actions. Dancers don't try to learn a whole routine from start to finish – rather they learn the first step and then the second, rehearsing each one as they go. Therefore, we shouldn't expect students to master an entire concept or procedure straight away. As teachers, we must break the concept down into achievable steps.

Effective PEAS teachers showed that providing relevant teaching aids is a central feature of giving good explanations. Teaching aids can take a variety of forms, including physical representations of completed tasks (e.g., exemplar answers, a model solution, a model paragraph for opening an essay etc.) and conceptual models (e.g., a visual diagram that explains the behaviour of solids, liquids and gases). Providing students with simple and effective teaching aids supports the learning process and helps them to master new concepts.

> *Example of breaking a topic into small steps:*
>
> The figure to the right shows how teaching a topic like adding fractions can in fact be broken down into eight constituent steps, each of which requires teaching and practice in order for pupils to master the topic as a whole.

Practise all the steps

$$\frac{1}{4} + \frac{2}{3} = ?$$

$$\frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$

1. Model for each fraction. What does each mean?
2. Terminology: numerator, denominator
3. Which fractions can we add directly?
4. Concept of multiples, finding lowest common multiples
5. Finding a common denominator
6. Scaling up numerator to keep fraction same size
7. Adding fractions with same denominator
8. Check against the shape model

peas

7A and B: Hand out 1 – Model Answer

A model answer is a pre-prepared, written answer on the board by the teacher or shared from another student. The model answer demonstrates what success looks like for this question. This could be in the form of a written answer or a problem that has already been solved for the learner. The key thing is that every step is fully explained and clearly shown – either by notes on the board or by the teacher talking through exactly what they did to answer the question.

A model answer makes visible an expert's problem-solving solution, and this is shared with the novice pupil as an example to learn from. This **frees up the pupil's working memory** by shifting the focus from finding the correct answer to understanding and learning the steps in the example. A model answer should be made **before** the lesson. **A teacher can create a poster to share with students or they can plan the example on a piece of paper and then write it up on the blackboard**

during the lesson as the "I do" part of the class (🔗 Top 10 #1)

Effective model answers often share the following features:

- They offer a clear structure and reasoning behind the steps shown.
- They take pupils through the problem to its logical conclusion without any step being left to interpretation.
- The teacher talks through their reasoning, sharing their expert thinking and understanding.
- After studying a model answer, learners require practise on their own to provide them with feedback on whether they have learned it or not.
- Model answers should be written in the learner's book so they have step by step instructions for future practice and revision meaning they can work independently

Model answers are effective at removing any extraneous information and distractions that would stop pupils being able to think deeply about each step of the process. **With the support of the example, they can focus instead on the content and exactly how an expert would solve it.**

Examples:

7A and B: Hand out 2 – Sentence Starters

Sentence Starters are tasks in which **students are given a semi-completed piece of work and are asked to complete it on their own.** This helps students to **focus on and master one specific part of the task**. Students are forced to apply their knowledge by completing the rest of the task themselves. This enhances learning as it pushes students to expand and apply their knowledge but should not overwhelm them. The student must still engage in what has been already done for them, and this provides them with useful revision on the technique without overloading their working memory.

Examples could include:
- A teacher working out half a problem on the board (in the I do section), and then asking students to complete the problem either as a group or independently (as a we or you do).
- Providing a complete essay plan in response to a question (that provides structure and key information to be included) and asking students to write the essay using the plan.
- Providing sentence starters for essay writing
- Providing a writing frame for an extended answer that shows the paragraph structure and possibly the introduction and conclusion.

The goal of completion tasks is to **gradually reduce how much of the task is pre-completed, so that eventually the learner is able to complete the task entirely independently.**

Photosynthesis: Sentence starters and writing frames
1. What is photosynthesis?
  Photosynthesis is……
  Photosynthesis makes……
  Photosynthesis uses…..
  Photosynthesis gets its energy from……..
  The chemical reaction of photosynthesis is…..
  The photosynthesis equation is…..

Plants get the energy they need for photosynthesis from……………………
………………. gas is taken into the leaves in photosynthesis.
……………………..is absorbed by roots and is used in…………………
…………………….. gas is given off as a waste of………………………
A sugar called ……………………. is produced in …………… and used by plants as food

Solve Simultaneous Equations by Elimination

$$2x = -3y + 16$$
$$5x - 4y = -6$$

1: "Line up" the variables.
$$2x + 3y = 16$$
$$5x - 4y = -6$$

2: Determine which variable to eliminate. Make the coefficients opposites.
$$2x + 3y = 16 \quad \rightarrow \quad 10x + 15y = 80$$
$$5x - 4y = -6 \quad \rightarrow \quad -10x + 8y = 12$$

3: Add straight down. (One variable should be eliminated.)
4: Solve the resulting equation.
$$10x + 15y = 80$$
$$+ \ -10x + \ 8y = 12$$
$$23y = 92$$

What do you need to do next?

7A and B: Hand out 3 – Pre-teaching

Pre-teaching breaks down new information into smaller steps, by supporting students to develop knowledge or skills required for a new topic *before the new topic is taught.*

For example, students are given a vocabulary lesson or homework task before they read a difficult text. The teacher **reviews the words most likely to give students trouble, using metaphors, analogies, word-image associations, and other strategies to help students understand the meaning of the most difficult words** they will encounter in the text. When the students then read the assignment, they will have **greater confidence in their reading ability, be more interested in the content, and be more likely to comprehend and remember what they have read**.

Pre-teaching is often used in subjects which require reading but can also be useful in maths and science subjects. **Vocabulary in maths and science subjects is also very important, and other pre-teaching could focus on times tables or other numeracy skills** required.

Pre-teaching prevents/minimises experiences of 'failure' in the lesson and helps to prevent students' working memory becoming overloaded.

Setting up pre-teaching:

1. **Decide what information** students need to learn or be reminded of before a new topic is introduced
2. **Check students' understanding** of these topics through questioning or starters (students may already have mastered the required knowledge and so this can help you focus pre-teaching on what they do not know as well)
3. **Incorporate the pre-teaching** into the prior lesson, homework or remedial lesson (this might be for all students or just for a small group who need extra support to master that skill so they can succeed in the following lesson)
4. **Ensure students have useful notes** in their books on the vocabulary, skill or topic so that this can act as an aid in the next lesson

---

7A and B: Hand out 4 – Writing Frame

Teachers can **simplify a complex task** by providing students with clear **step-by-step instructions** on what to do. If students clearly understand the process they need to follow, they are less likely to experience frustration or give up because they haven't fully understood what they are expected to do.

The teacher may give students a handout with step-by-step instructions they should follow or write these up on the board or poster for students to copy down in their books. A teacher might also provide the success criteria that will be used to evaluate and grade their work. Sentence starters can be included in the writing frame if students are still struggling with the step-by-step instructions.

For maths and science problems, it can be beneficial to provide a model answer on the board, and work with students to help them develop their own set of 'instructions' for solving a similar problem linked to the model answer.

Examples:

Practise all the steps

$$\frac{1}{4} + \frac{2}{3} = ?$$

$$\frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$

1. Model for each fraction. What does each mean?
2. Terminology: numerator, denominator
3. Which fractions can we add directly?
4. Concept of multiples, finding lowest common multiples
5. Finding a common denominator
6. Scaling up numerator to keep fraction same size
7. Adding fractions with same denominator
8. Check against the shape model

Geography – Evaluate the impacts of a regeneration project

Structure:
Paragraph 1: Introduce your example
An example of a regeneration project I have studied is…….

Paragraph 2: Present the first impact
Point: *Firstly, one positive impact of the project was…..*
Development: *This means that…………….*

Paragraph 3: Present the second impact
Point: *Secondly, another positive impact of the project was…..*
Development: *This means that……*

Conclusion: Conclude suggesting which impact has the biggest impact
Point: *The impact that had the biggest impact was….*
Development: *This suggests that….*

Choose three topics for your paragraphs – write them as branches of a mind-map on a double-page spread, starting something like:
One reason why kings' power was limited was…

For each point, write three **good** bits of evidence. Leave space after each one.

Get someone from another table to check that your evidence is genuinely strong.

Choose one bit of evidence. On your whiteboard, write how it helped limit the king's power.

Get someone to check that you have linked the evidence to the point of the paragraph.

Explain the link from **every** bit of evidence and add this onto your mind-map in a different colour.

Write an overall sentence to complete that paragraph:
Overall, this shows that (reason) was a (strong/weak/limited/very important/?) limitation on the power of the king

Rank your reasons 1-3 according to how important they were in limiting the king's power. Write your ideas why 1 is more important than 2 and why 2 is more important than 3.

Get someone else to check **everything** you have already written.

Start writing!

peas

Top 10: Manual 8 Integrate effective pair/group work where appropriate to drive collaboration.

CONTENTS

SESSION 8: Integrate effective pair/group work (where appropriate to drive collaboration

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours
Session Overview

The topic of this training is **PEAS Top 10 #8: Integrate effective pair/group work (where appropriate) to drive collaboration.** Most PEAS teachers use group work as an important teaching practice intended to engage students in learning from each other. However, evidence reveals that such group work has not been effective. Therefore, there is need to explore strategies to **make sure group work promotes learning.** PEAS believes that its teachers and leaders are the spark for change, hence the teachers are to provide opportunities to make students learn from each other. Collaboration is also one of the PEAS values, therefore, this session focuses on the importance of pair/group work and provides at least 3 pair/group work strategies which the teacher may use to drive collaboration.

Learning outcomes
By the end of the session teachers will be able to:
- Know when group work is and is not appropriate to learning
- Discuss the importance of integrating effective pair/group work to drive collaboration.
- Explore 3 pair/group work strategies which the teacher may use to drive collaboration

STAGE	*DESCRIPTION*	ACTIVITIES	MATERIALS	TIME
Starter	***Starter Activities***	**Review the Top 10 # 7**	**Board work**	**5**
Introduction	1.1 Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	**5**
	1.2 A: Importance of integrating effective pair/group work to drive collaboration	Think-pair-share	Notebooks	**10**
	1.2 B: the importance of integrating effective pair/group work to drive collaboration	Scenarios	Scenarios printed on A4 papers	**10**
The Main Idea	2.1 A: Gallery Walk Set up	Instructions for gallery walk		**5**
	2.1 B: Gallery Walk Reading	Read about 3 different strategies for integrating	Gallery walk texts Gallery walk Notetaking grid	**10**

		effective pair/group work to drive collaboration		
	2.1 C: Gallery Walk Feedback	Check work in pairs & discuss as a whole class	Notebooks Gallery walk notetaking grid	**10**
Teaching lab	3.1 A: Micro-teach Set Up	Divide class into groups & provide instructions	Board Work	**5**
	3.1 B: Micro-teach Preparation	Group work to prepare a micro-lesson	Board Work	**15**
	3.1 C: Micro-teach	Group activity – teaching a micro-lesson		**30**
Debrief	4.1: Think-pair-share	Think-pair-share questions about integrating effective pair/group work to drive collaboration		**5**
	4.2: Scenarios	Return to the scenarios from the beginning		**5**
Observation Set Up	5.1: Observation briefing	Instructions for classroom observation		**5**

Materials	Preparation Checklist
- Flipchart or Manila Paper - Printed Handouts (see Manual Appendix) - Gallery Walk Handouts - Gallery Walk Grid	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling Box (Below). - Clearly display the Learning Outcomes**.**

🔗 **Link to PEAS Top 10 for Teachers**
Top 10 No.8: Integrate effective pair/group work, where appropriate, to drive collaboration

🔗 **Link to lesson observation matrix:**
CLASSROOM DELIVERY > *3.10 The teacher monitors most students during independent/group work*
CLASSROOM DELVERY > *3.11 The teacher does not exhibit gender bias and challenges gender stereotypes in the classroom*
CLASSROOM DELIVERY > *Teacher uses the space in the room to increase interaction with all students*

Step 1: Introduction (25 minutes)

1.1 Starter (10 minutes)

- Ask teachers to choose their own small groups (3-4 people) and to choose a leader, and a secretary to record their answers.
- Write on the board 10 activities and ask groups to identify whether it is best done cooperatively (in groups of pairs) or individually (students working independently).

1. Reading a history textbook
2. Brainstorming to come up with a list of types of animals in their village.
3. Doing an experiment to see which colours combine to make purple.
4. Coming up with a new design for an object to keep you dry in the rain.
5. Memorizing multiplication tables.
6. Filling out a worksheet matching names to pictures.
7. Finding solutions to case study problems.
8. Writing a story
9. Reflecting on a personal experience.
10. Practicing long division

- Give teachers 8 minutes to discuss

Before taking the answers, ask all "leaders" to raise their hands. Note how many men and women are chosen as leaders. Then ask all the secretaries to raise their hands. Note the gender balance. Briefly discuss the imbalances you notice (if any), and ask teachers to think about how they can make sure they see equal participation and leadership in their classes.

- Cold call on groups to share their answers:
1. Reading a history textbook – Individually.
2. Brainstorming to come up with a list of types of animals in their village – Cooperatively.
3. Doing an experiment to see which colours combine to make purple – Cooperatively.
4. Coming up with a new design for an object to keep you dry in the rain – Both.
5. Memorizing multiplication tables – Both.
6. Filling out a worksheet matching names to pictures – Individually.

7. Finding solutions to case study problems – Cooperatively.
8. Writing a story – Individually.
9. Reflecting on a personal experience – Individually.
10. Practicing long division – Individually.

1.2 Learning Outcomes (3 minutes)

- **Display** the PEAS Top 10 poster and tell teachers that this time we will look at Group 3: *Classroom Delivery* – Principle 8: Integrate effective pair/group work (where appropriate) to drive collaboration.
- **Write** the Learning Outcomes in the corner of the board or on flip charter paper or manila before the session begins: *By the end of the session teachers will be able to:*
    - *Discuss the importance of Integrating effective pair/group work (where appropriate) to drive collaboration.*
    - *Learn 3 effective strategies of Integrating effective pair/group work (where appropriate) to drive collaboration.*
- **Point** to the Learning Outcomes and go through each one ensuring that the teachers understand a summary explanation.

1.3 What makes effective group work? (5 minutes)

> ☀ **Modelling Box: Turn and Talk**
> Turn and Talk is a teacher offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

- **Write** on the board:
1. What are the common challenges with group work?
2. What are the ways in which you can overcome these challenges?

- ☀ **Say:** I want you to look at the question on the board. I am now going to model **Turn and Talk**. As you will see, it is relatively similar to Think-Pair-Share, but it is shorter and can be used to quickly engage students in collaborative work. The teacher poses a question then asks students to go into their pairs and discuss their thoughts for 30 seconds – 2 minutes. It is important that both students talk.
- **Say:** I want you to look at the questions on the board. You are going to Turn and Talk for 2 minutes about your responses. Go!
- **Count Down** when you get to the last 5 seconds to make sure the whole group becomes silent at the same time. "I would like everyone to be silent in 5, 4, 3, 2, and 1".
- **Cold Call** on 2 pairs to share their responses:
- **Share** the responses to question 1 below after cold calling on pairs:
    - ✓ Group work takes a long time
    - ✓ Some students are not engaged
    - ✓ Some groups finish before others
    - ✓ Some students lead the group work (sometimes boys) meaning that others don't do anything (sometimes girls)
    - ✓ Students are unsure of the tasks or their roles in the activity
    - ✓ There are disagreements between students.
- **Cold Call** on 2 pairs to share their responses to question 2.
- **Share** responses to question 2 after cold calling on pairs

- ✓ Know your reason for using pair/group work
- ✓ Have clearly defined tasks, with strict timings
- ✓ Give clearly defined roles for each student
- ✓ Give leadership roles to girls and boys, encouraging all students to participate.
- ✓ Model the activity first
- ✓ Monitor the group work throughout, giving targeted feedback to groups
- ✓ Have a success criteria on the board so students know what is expected of them.
- ✓ Give a clear, short time limit to force collaboration and keep students on task
- ✓ Prepare stretch activities for groups that finish early
- ✓ Include a feedback or evaluation after the activity

Mix up girls and boys in pairs or small group work. This allows girls and boys to collaborate, check in with each other around their learning, ask questions, guide each other and reflect together. Teachers should do regular Think-Pair-Shares to give girls and boys the opportunity to speak, and be heard. In small group work, always ensure that girls and boys take turns in various roles such as the note taker, facilitator and presenter.

1.4 Scenarios (10 minutes)

- **Read** Scenario 1 and ask the teachers **What did the teacher do well? How could the teacher improve at integrating effective pair/group work?**

Scenario 1:
A PEAS teacher was teaching a 40min Religious Education lesson on Hinduism. He divided the class into 8 groups of 6 learners. The teacher asked all learners to write an essay in their groups and asked them to choose a leader. After 10mins only one group had completed the task and the teacher asked each group leader to report.

- **Cold Call on teachers** (ask for no hands up and randomly select 3-4 teachers to answer)
  - o What did the teacher do well?
    - ✓ Placed the students into group (students strategically picked)
  - o Was using pair/group work to drive collaboration the best option here? Why?
    - ✓ No – the best options may have been to get pupils to collaborate on their ideas for the essay in group then pupils independently write the essay to show what they have learnt
  - o How could the teacher improve at integrating effective pair/group work?
    - ✓ Ensure strategic placement of groups
    - ✓ Give a clear timeframe and time reminders
    - ✓ Teacher chooses a leader based on their knowledge of the students
    - ✓ Students do the thinking collaboratively before independent work
    - ✓ Teacher could have paused the group and intervened when he saw only one group was on task
- **Read** Scenario 2 and ask the teachers **What did the teacher do well? How could the teacher improve at integrating effective pair/group work?**

Scenario 2:
During the 'We do' section of the lesson, John and Beatrice were given a mathematics task to discuss and provide an answer. John understood the instructions more than Beatrice. John took the lead explaining and writing the answers. Beatrice was asked to stand up and present the answers, but she refused to stand up and contribute.

- **Cold Call on teachers:** (ask for no hands up and randomly select 3-4 teachers to answer)
  - What did the teacher do well?
    - ✓ Had gender balanced pairs
    - ✓ Gave an opportunity for pupils to work collaboratively
  - Was using pair/group work to drive collaboration the best option here? Why?
    - ✓ Yes, there was a valid reason for group work, so they had a chance to solve the problem together
    - ✓ Took place during the 'we do' section of collaborative learning
  - How could the teacher improve at integrating effective pair/group work?
    - ✓ If the teacher knew Beatrice would struggle to engage, he could have chosen more appropriate roles prior or worked with Beatrice one to one, so she was confident when she was asked to present

👤👤Remind teachers that students should not be made to stand up if they don't want to. There may be a number of reasons why girls, or other students, do not feel comfortable standing up. To create an inclusive classroom environment, teachers should get to know their students well and how to best to support each and every one.

Read clearly: Evidence-based research suggests that pair/group work can be effective for students to help each other as they study. Much of this advantage has been <u>attributed to students having someone else (other than the teacher) explaining the material</u>. There are also benefits to the student doing the explaining – doing the <u>thinking required to explain a topic to another student helps to move that information from our working memory to our long-term memory</u>. However, group work should be used cautiously. Effective group work does have the potential to support students, but ineffective group work is a wasted learning opportunity for students. Group work should not be viewed as a substitute for independent practice, and <u>if a task can be completed independently then in most cases it should be.</u> To be effective, group work needs to be meticulously planned to ensure that all students in the group are participating and active. If this is not the case, then the students are losing a valuable learning opportunity.

Step 2: The Main Idea (25 minutes)

Activity Box: Gallery Walk
In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. They write notes in a reading grid. It is a useful activity for transmitting a lot of information and improves the pace and engagement of the lesson as participants are able to move around the room.

2.1 Gallery Walk: Set up (5 minutes)
- Before the lesson <u>print the 4 Gallery Walk Starter Texts</u> found in the handout section at the end of this session plan and stick them on the walls of the classroom so they are far apart.
- <u>Print the Gallery Walk Reading Grid</u> in the handout section at the end of this document and distribute to teachers. Ask teachers to draw the grid in their notebooks if you cannot print.
- Explain that now we are going to learn about some strategies that can help teachers to integrate effective pair/group work to drive collaboration.
- Explain that they are going to read about 4 effective strategies to integrate effective pair/group work to drive collaboration. Remind them about the gallery walk activity they have done before and ask anyone to explain what the instructions are.

- **Review Instructions**:
  1. For 10 minutes, please move around the room and read the texts on the wall. Ensure to maintain a social distance.
  2. At each station, take notes in the gallery walk grid.
  3. In the first column, it says the name of the strategy for integrating effective pair/group work to drive collaboration.
  4. In the second column, you will write down what the activity looks like.
  5. In the third column, you write the specific benefit of using this strategy.
  6. In the fourth column, you write how you would adapt it to one of your lessons
- **Instruction-checking questions:**
- **Ask** teachers some **instruction-checking questions** to check that they understand what to do:
  - Where are you going to read the texts?
    - ✓ On the wall
  - The first column has the name of the strategy. What are you going to write in the second column?
    - ✓ What the strategy looks like.
  - What are you going to write in the third column?
    - ✓ Specific benefit of using the strategy.
  - What are you going to write in the fourth column?
    - ✓ How the strategy will be adapted to one of the lessons.
  - How long do you have to complete this activity?
    - ✓ 10 minutes

2.2 Gallery Walk Reading (10 minutes)
- Encourage teachers to spread out across the room and read the texts
- Monitor teachers and ensure they are completing the grid correctly.
- *Stretch*: If some teachers have finished early ask them how they would use the gallery walk strategy in their own classes. What are the challenges, how could they overcome them?
- After 10 minutes tell teachers to return to their seats (inform teachers at 8 minutes, that they have 2 minutes left)

2.3 Gallery Walk Feedback (10 minutes)
- **Ask** teachers to work in pairs and check their answers.
- **Ask** teachers:
  - Which strategies have they used?
  - Which strategies do they like?
  - How can these strategies be used in their lessons?
- **Say**: It's important to decide when pair or group work will be most effective to promote student learning. It is always not appropriate and should not be a substitute for independent practice. It can, however, be beneficial for student learning when used well with a clear plan, structure and guidelines. Through making sure group or pair work is effective, we can support girls and boys to collaborate, develop social skills and embed learning in their long-term memory.

Cooperative learning benefits girls and boys by giving them an opportunity to learn from each other and work together, and for boys and girls to develop respectful and constructive social relationships with each other.

peas

Step 3: Teaching Lab (45 minutes)

Activity Box: Micro-teaching

Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a group of other teachers during a training session. Teachers are put into small groups to plan their lesson on the same topic. Teachers are then put together with other teachers they have not worked with before to deliver their micro lesson.

See below grouping arrangements. Teachers should usually receive feedback at the end of their micro-lesson.

Planning Groups

Group A	Group B	Group C	Group D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D
Teacher A	Teacher B	Teacher C	Teacher D

Micro-teaching Group

Group 1	Group 2	Group 3	Group 4
Teacher A	Teacher A	Teacher A	Teacher A
Teacher B	Teacher B	Teacher B	Teacher B
Teacher C	Teacher C	Teacher C	Teacher C
Teacher D	Teacher D	Teacher D	Teacher D

3.1 A: Micro-teaching: Set up and Preparation (15 minutes)

- Take down the gallery walk texts from the walls
- **Arrange** the teachers into groups of 3 or 4 depending on the size of the class so that you have 4 group. Be sure that groups are meeting as a social distance.
- **Give** each group one of the gallery texts. Important: do not give any group "Structuring group collaboration. "This one does not involve whole-class activities.
    - o Group A: Think-pair-share; Think-Pair Square
    - o Group B: Turn and Talk
    - o Group C: Simple jigsaw.
- On half the board write:

Micro-teach Instructions	Success criteria:

1. Imagine that you are going to teaching a Mathematics lesson on addition and subtraction of integers.
2. Using the strategy you have been assigned, plan how you will integrate one of the effective pair/group work strategies to drive collaboration.
   a. Group A: Think-pair-share.
   b. Group B: Simple jigsaw.
   c. Group C: Numbered heads together.
	• The group or pair work is well planned with clear timing and purpose
	• Students understand their roles and the teacher ensures they are all participating

- **Say**: You are now going to practice integrating effective pair/group work to drive collaboration using one of the strategies that we have learned today.

- Each group has been assigned a strategy to adapt.
- **Tell** the groups that they have <u>10 minutes</u> to prepare mini lesson plans showing at what point are they going to integrate effective pair/group work. Ask the teachers to use the basic version of a PEAS lesson plan.

Time	Teacher activity	Learner activity

- **Manage** strictly the preparation time and make sure that groups are on task. Tell the class: "You have 10 minutes left" and "You have 5 minutes less"

3.3 Micro-teach (30 minutes)
- Assign the teachers to their micro-teaching groups. Each group should have someone from **Group A, Group B, Group C, and Group D**
- Ask 'A' teachers to stand up in their groups and practice their strategy for 'adapting teaching to level of students' in 5 minutes.
- It is important you make sure teachers are delivering their activity in **<u>5 minutes.</u>**
- Call out '*You have 3 minutes left, 2 minutes left, 1 minute left*'. Many teachers will struggle with timing.
- During the micro-teach, **walk around the room and monitor**, making sure each teacher is performing to the success criteria.
- After 5 minutes tell the teacher to sit down.
- Ask the group to evaluate the teacher against the success criteria and give feedback.
- **Ask**: a teacher who has demonstrated excellence in this micro-teaching practice **to model to the rest of the group** how they used positive language of positivity and positive reinforcement. The facilitator should give precise praise based on what they have seen and the success criteria.
- Call out B teachers to stand up and repeat the activity
- Repeat the activity until all teachers (C and D) have complete

Step 4: Debrief

4.1 Whole class debrief (5 minutes)
- Thank teachers for their hard work and contribution
- Return to the learning outcomes for the training session
- Point to the Learning outcomes and say each one out loud
- By the end of the session teachers will be able to:
  - Discuss the importance of integrating effective pair/group work to drive collaboration.
  - Learn 3 pair/group work strategies which the teacher may use to drive collaboration.

4.2 Scenarios (5 mins)

- **Say:** We will now return to the scenarios from the beginning of the lesson. For each one, think individually for the moment and share thoughts as a group using the following questions:

> **Scenario 1**
> A PEAS teacher was teaching a Religious Education lesson to grade 8 on religions. He divided a class into 8 groups of 6 students. The period was 40 minutes. The teacher asked all students to write an essay and told them to choose their leaders. After 10 minutes each group was given, only one group completed the task but and the teacher asked secretaries to report.

- **Ask** teachers if they have any new ideas about the teacher's approach to group work, and what they could have done better?
- **Say**: In this example, the activity was not well suited to group work as students were asked to write an essay in a group which is an independent task. Group work could have been beneficial, if the group was asked to work together to write a shared essay plan. This would require them to share their ideas and help all students get new ideas about what to include in their essay. This could be followed up by an independent task where they must write the activity.

> **Scenario 2**
> During the 'We do' section of the lesson, John and Beatrice were given a mathematics task to discuss and provide an answer. John understood the instructions more than Beatrice. John took the lead explaining and writing the answers. Beatrice was asked to stand up and present the answers, but she refused to stand up and contribute.

- **Ask** teachers if they have any new ideas about the teacher's approach to group work, and what they could have done better?
- **Say**: In this example, the activity could be well suited to a pair task as part of the 'we do' of a lesson or to prompt some collaboration (🔗 TT #1).
- The teacher should have used **instruction-checking questions** to make sure all learners understood the task, the teacher should have circulated to ensure both partners were speaking and working, and both students should have been asked to feedback.

🚹🚺 Choosing different genders is a good idea in group work to make sure that we overcome stereotypes about genders in the classroom, however it's important to make sure that each person in the pair has a role to contribute.

Step 5: Observation Set up (5 minutes)

5.1 Observation Instructions (5 minutes)
- **Say:**
  - You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on your use of pair/group work to drive collaboration in your classrooms.
  - This means you must prepare and deliver an effective pair/group activity. You should use one of the strategies taught today.

peas

- - After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
    - Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
  - Teachers have three observations per term
    - The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
    - The 2nd observation will be a peer observation.
    - The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
  - ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
      - **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
      - **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
      - **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
      - **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
      - **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix

Key Information for the Facilitator

Group 3: Classroom Delivery – Top 10 number 8: Integrate effective pair/group work (where appropriate) to drive collaboration.

Research indicates that pair/group work can be effective for students to help each other as they learn. Much of this advantage has been attributed to students having someone else (other than the teacher) explaining the material. This is because there are benefits to the students explained to by another student. It also lets the students think before explaining a topic to another student. It helps students to move the information from the working memory to their long-term memory.

Cooperative learning benefits girls and boys by giving them an opportunity to learn from each other, work together, and for boys and girls to develop respectful, constructive social relationships with each other.

Research also points to how ineffective group work can lead to high levels of disengagement and wasted opportunities for independent practice in the classroom. Examples of ineffective group/pair work are when students are unsure of their roles in the group exercises, when one student completes all the work and when others are disengaged. Likewise, when students are teaching other students, teachers must ensure that information being discussed/transferred is factually correct and does not cause misconceptions.

It is important that teachers use group work only when it has been carefully planned for. A carefully planned group work should be effective and leave enough time for students to do more practice of what they have been taught. Without sufficient independent practice, students cannot move new information to their long-term memory.

This session identifies at 4 collaborative learning strategies of organizing the students in groups for the teachers to Integrate effective pair/group work to drive collaboration.

These are:
1. Think-pair-share; Think Pair Square
2. Turn and Talk
3. Structuring Collaborative work
4. Simple jigsaw.

Session 8 HAND OUT 1: Think-Pair-Share or Think-Pair-Square

What does it look like?

Think-Pair-Share is a strategy which may be used by a teacher to integrate effective pair work and drive collaboration. It is a learning tool a teacher can use to help students think independently and share with a classmate. In addition to fostering social skills, this strategy also improves students' speaking and listening skills. When pairs brainstorm together, each student learns from their partner. This can help students expand their vocabulary as they learn new words from their peers and build on their prior knowledge.

Think-Pair-Square involves inking two pairs together (to form the "square" to share their ideas before the whole class feedback.

What is the objective?

The objective of collaborative learning is to create an opportunity for the students to think independently and share the information or ideas with their peers.

How is it used?

The teacher asks an open-ended question or gives a task to the students and students think silently about it for 1 minute while writing down key notes in their book. Then every student pairs up with a partner and they discuss the question for two minutes. They take turns to discuss and should avoid interrupting the partner.

Top tips:
- o Teacher should strategically create effective pairings for their class.
- o Pupils should share out to the class their partners answers to ensure they have been listening. It might be useful for pupils to take notes of their partners answers during the pair stage.
- o Give the pupils key words/prompts for them to have a high-quality conversation. This is particularly useful for lower ability learners.

Students might want to work in same-sex pairs. Try to encourage pairs to be mixed in gender to encourage girls and boys to collaborate, participate equally, and take on leadership roles.

What does it look like?
Turn and Talk is a teacher-offered opportunity for students to turn to another student and talk through something for a very brief period of time (often 30 seconds to 1 minute) before a whole class discussion resumes.

What is the objective?
Turn and Talk increases the participation of all students in the classroom for a short period of time. It can improve reluctant students' willingness to speak in larger settings. It gives the opportunity for a student to rehearse an idea they might not share in front of the whole class. By rehearsing their answers, students might be more willing to share their idea with the whole group following the activity.

How is it used?
The first time "Turn and Talk" is introduced in a classroom it is important that students understand:
- ✓ Who their pair is
- ✓ What effective pair-discussion looks like (to listen *and* to be heard)
- ✓ That they have a limited speaking time so they must stay focused
- ✓ That they might be called at random to share their responses afterwards.

The teacher puts forward a question, discussion point or statement by writing it on the board. It can be particularly useful when the class appears stuck on a problem or question, and few students are putting their hands up to answer. "Turn and Talk with your partner for 30 seconds. See if you can come up with some ideas. Go!." The teacher can then listen in to conversations and identify any misconceptions which can be addressed when the activity has finished.

One potential risk with this activity is that the students listen poorly, and their partner is a target for their own words and not a source of insight. If this is the case and the teacher notices that one partner is not sharing their ideas, they can ask the students to number themselves as 1 and 2 and then say "Number 2s start the discussion first!".

Turn and talk needs to be used regularly and as a common way for students to engage ideas. The more frequently it is used, the more smoothly it will happen and with almost no drain on working memory.

Session 8 HAND OUT 3 – Structuring Collaborative Work

Group work can be an effective method to motivate students, encourage active learning, and develop key critical thinking, communication, and decision-making skills. But, without careful planning and facilitation, group work can frustrate students and teachers, and feel like it is a waste of learning time.

There are a number of steps the teacher can take to ensure the collaborative activity runs smoothly.

Step	Checklist
Preparing for group work	• **Decide if it's right** - Is group work going to be more helpful for students' learning than independent work? • **Decide on group size** - Is it pair work or group work? • **Decide on how you will divide students –** levels, abilities, genders, random
Designing the group activity	• **Identify the objectives**: Have you decided what students will achieve and how it links to learning outcomes? • **Make the task challenging:** Is the group work stimulating? • **Assign group tasks that encourage involvement, interdependence, and a fair division of work:** Do all members have a responsibility (e.g., Jigsaw) • **Try to predict students' answers** – have you thought about the misconceptions that might arise?
Introducing the group activity	• **Share the rationale** for group work with students – Have you explained why you are doing group work? • **Assign clear roles** – Have you given each student a role? • Write up **written instructions –** Have you written instructions or a success criteria on the board? • **Clearly outline time** frames for activities – Is the timeline clear and short enough to ensure groups stay focused? • **Explain the task clearly**: Have you told students what to do or modelled the activity? Have you explained what the outcome is?
Monitoring the group task	• **Monitor groups –** Have you considered how you will monitor the groups? Will you probe or give live feedback? Will you listen to discussions and make notes? • **Have high expectations** – Have you decided what expectations to set?
Ending the group task	• **Be strict with the timing** – Are you going to count down to give students time to finish their discussions and listen to you? • **Allow time for feedback**: Will the groups feedback themselves or will you feedback on behalf of the groups about common themes and challenges? • Have you connected the ideas raised to the learning outcomes?

Putting students into groups can be chaotic and time-consuming, and students may want to work in same-sex groups. You can divide students up into groups in different ways to encourage equal participation and promote an inclusive classroom environment. Examples include:

- Numbering Off – Decide on the number of groups you want and assign each student a number.
- Group by seating arrangement – Try to arrange your seating plan so there is an equal representation of girls and boys in all groups.
- Group by mixed ability – Plan ahead of the lesson (ensuring an equal number of girls and boys in each group), then read out the names in each group.
- Group by same ability – This method should only be use if the teacher plans to spend extra time with the low-achieving group of students.

Session 8 Hand out 4 - Simple jigsaw

What does it look like?

Just as a jigsaw puzzle is a collection of various pieces that come together to make a complete picture, the jigsaw strategy is a collection of information, which will be developed by students who come together to make a complete concept. To be more specific, this type of cooperative learning strategy allows individuals or small groups to become **responsible for a subcategory of a larger topic.** After researching and developing their idea, each individual or small group then has the **responsibility to teach it to the rest of the group or class.**

What is the objective?

The objective of the jigsaw strategy is to assist students **overcoming learning gaps**. Teachers have been utilizing this method and its various components to promote collaboration.

How is it used?

As part of the lesson plan, the teacher plans **separate tasks** for each of group in the class. Within the lesson the teacher puts students into **pre-determined small groups** and gives each member of the group a task.

1. For this method, each group given an overall task (for example reading a text or solving a problem).
2. Each student in each group becomes an "expert" on a smaller part of it.
3. The students then form new groups based on the topic they've been given to become an expert in. These students come together and discuss their topic, filling in any gaps and rehearsing what they will be presenting to their main group.
4. Each group member then returns to their original group and teachers what they've learned.

Top Tip:

This works well for students who are learning to work with a group but may not yet be comfortable speaking in front of a whole class.

The teacher must ensure that pupils are rotating around the classroom well and on time by giving time reminders throughout the task. In circulating around the room, teachers must listen into conversation to check for understanding and end any misconceptions that arise. Failure to pick up on misconceptions will result in a large number of learners being misinformed.

peas

Gallery Walk Reading Grid

Strategy name	What does the strategy look like?	What is the specific benefit of using this strategy?	How would you adapt it to one of your lessons?
1			
2			
3			
4			

Top 10: Manual 9 Recognising all students' efforts and mistakes as part of the learning process

CONTENTS

SESSION 9: recognise all students efforts and mistakes as part of the learning process

The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive. By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours

Session Overview

The topic of this training is **PEAS Top 10 #9: Recognising all students efforts and mistakes as part of the learning process**. PEAS believes that its teachers and leaders are the spark for change, hence the teachers are to provide opportunities to make students learn from their mistakes. Recognising students' efforts and having a positive attitude towards their mistakes helps to encourage a 'growth mindset' in students – one of PEAS' core values. Growth mindset is the belief that intelligence is malleable rather than fixed (i.e. believing that your intelligence and cognitive abilities can be developed through dedication and hard work). Dweck (2013) – the professor that coined the term – found that students with a 'growth mindset' were more motivated, harder working and achieved better performance.

Learning outcomes
By the end of the session teachers will be able to:
- Understand the importance of recognizing all students' efforts and mistakes as steps in the learning process
- Learn three strategies to encourage and motivate students' efforts.

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
INTRODUCTION	1.1 Starter Activities	Review the Top 10 #8	Board work	5
	1.2 Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	5
	1.3: Importance of recognizing all students' efforts and mistakes as part of the learning process	Think-pair-share	Notebooks	10
	1.4: The importance of recognizing all students' efforts and mistakes as part of the learning process	Scenarios	Scenarios printed on A4 papers	10
THE MAIN IDEA	2.1 A: Gallery Walk Set up	Instructions for gallery walk		5

	2.1 B: Gallery Walk Reading	Read about 3 different strategies for recognizing all students' efforts and mistakes as part of the learning process	Gallery walk texts Gallery walk Notetaking grid	10
	2.1 C: Gallery Walk Feedback	Check work in pairs & discuss as a whole class	Notebooks Gallery walk notetaking grid	10
TEACHING LAB	3.1 A: Micro-teach Set Up	Divide class into groups & provide instructions	Board Work	5
	3.1 B: Micro-teach Preparation	Group work to prepare a micro-lesson	Board Work	10
	3.1 C: Micro-teach	Group activity – teaching a micro-lesson		30
DEBRIEF	4.1: Think-pair-share	Think-pair-share questions about recognizing all students' efforts and mistakes as part of the learning process		5
	4.2: Scenarios	Return to the scenarios from the beginning		5
OBSERVATION SET-UP	5.1: Observation briefing	Instructions for classroom observation		5

Materials	Preparation Checklist
- Flipchart or Manila Paper - Printed Handouts (see Manual Appendix) - Gallery Walk Handouts - Gallery Walk Grid	- Read Key Information for the Facilitator in the Appendix. - Read the information in the Modelling Box (Below). - Clearly display the Learning Outcomes. - Pre-written starter activity (1.1).

🔗 **Link to PEAS Top 10 for Teachers**
Top 10 No.9: Recognise all students efforts and mistakes are part of the learning process.

🔗 **Link to lesson observation matrix:**
CLIMATE FOR LEARNING > *4.2 The teacher promotes a "growth mindset" by having a positive attitude towards students' mistakes and misconceptions.*

peas

> **💡 Modelling Box:**
> As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals have been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques Withholding an answer** (page 215**), Expecting an error** (page 217) and **Think-Pair-Share** (page 216)
>
> When you see the modelling symbol (💡), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.
>
> To help you to model effectively, information will be provided in a Modelling Box about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (30 minutes)

1.1 Starter Activity (5 minutes)

> **💡 Modelling Box: Withholding an answer**
> Withholding an answer is when the teacher does not immediately give the right answer to the first student response. The teacher holds off on the right answer and allows multiple students to respond with what they thought.

- **Display** the PEAS Top 10 poster
- Point to the Top 10 poster, and to the Top 10 that was covered during the last CPD session.
- **Write** on the board:
    - *Which of the strategies from last CPD session have you implemented during your lessons?*
    - *What was effective about this strategy?*
    - *What was the challenge of implementing this activity?*
- **Ask** teachers to spend <u>two minutes</u> individually writing the answers to the questions in their notebooks.
- When time is up, pause teachers and **say:** I am now going to model **Withholding an answer** when questioning you on the starter activity. Withholding an answer is a Top 10 strategy from this CPD session. It is when the teacher withholds their answer and allows multiple students to respond before sharing the correct answer. This way the teacher engages the students in discussion and removes the distraction of getting the answer right or wrong.
- <u>Cold call</u> on 3-4 teachers randomly to give the answers to the whole class (randomly select 3-4 teachers).
- After each teacher responds, pause and keep a neutral expression. Then cold call on another teacher to share what they thought of the previous teacher's answer and what they can add for themselves. Repeat this a few times to recreate what is effectively a controlled class discussion.
- Highlight at the end of this activity, that while the facilitator guided the "students", they were not made to feel embarrassed if they answered correctly or were unsure.

When "Cold Calling" on students, teachers should ask equal numbers of girls and boys. To promote an inclusive learning environment, students should not be asked to stand up when answering questions. Students should feel encouraged to participate, even if they feel the answer they share may not be correct.

1.2 Learning Outcomes (5 minutes)

Read out clearly some key information:

> This Top 10 teaching practice is important because it creates a culture of error and risk taking in the classroom. This is when a classroom has a learning environment that encourages mistakes and learning. When a culture of error exists in the classroom, students are able to participate fully without fear of "getting it wrong" or having a feeling of embarrassment.
>
> Research shows that when a student gets a question correct the teacher will congratulate them and might lead the class in clapping for them. If they get it wrong, the teacher will typically move on to another pupil very quickly. This does not create a culture of error in the classroom where students feel they can participate without the fear of answering correctly. Instead, the teacher needs to recognise the effort of the pupils for trying – regardless of whether the answer was correct. The teacher should also explain to the pupil that got the question wrong that mistakes are part of the learning process, and maybe give them another chance to get to the right answer.

All students should be able to learn from trial and error, and know how to turn mistakes into learning opportunities. Mistakes should not be stigmatized or shamed. An important part of gender-responsive pedagogy, is viewing students as champions of their own learning, and helping them to work together to facilitate their own learning.

- **Write** the Learning Outcomes in the corner of the board or on flip charter paper or manila before the session begins:
- *By the end of the session, teachers will be able to:*
  - o Understand the importance of recognizing all students' efforts and mistakes as steps in the learning process
  - o Learn four strategies which the teacher may use to encourage and motivate students' efforts

- **Point** to the Learning Outcomes and go through each one ensuring that the teachers understand an overall summary.

1.3 Think-Pair-Share: Making it relevant (10 minutes)

> **Modelling Box: Think-Pair-Share**
> Think-Pair-Share (TPS) is a collaborative learning strategy in which learners work together to solve a problem or answer a question. This technique requires learners to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

- **Say:** I am now going to model a Top 10 Teaching Strategies from #8. **Think-Pair-Share** an activity you have been asked to do in other CPD sessions. It is used so frequently because it is an effective collaborative learning strategy that should be a common in all classrooms. The more commonly it is used, the more the students will get out of it.
- **Write** the below question on the board:
  - *Thinking back to a time when a learner made a mistake in your classroom, how did you approach the situation when they made a mistake?*
  - *What actions have you taken as a teacher to encourage students efforts, even if they are making some mistakes?*
- **Ask** teachers to think, pair and share.
  - Give <u>1 minute</u> for independent thinking
  - Give <u>2 minutes</u> for a pair discussion
  - **Cold Call** on 3-4 pairs to share their responses for <u>4 minute</u>s.

Read out clearly the difference between a fixed mindset and growth mindset.

In a <u>fixed mindset,</u> people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. While in a <u>growth mindset</u>, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Highlight that a fixed mindset can lead to gender inequalities. Research has shown that in some contexts, teachers give more praise to boys than girls. This reinforces a growth mindset among the boys, but a fixed mindset among the girls. Teachers need to ensure that all students are given the opportunity to develop a growth mindset. By building the growth mindset of all students, teachers will create an inclusive classroom environment where all students feel confident and able to participate and take risks.

1.4 Scenarios (10 minutes)

Modelling Box: Expecting an Error
A classroom culture that respects error, normalizes it and values learning from it, is one of the characteristics of a high-performing classroom. The teacher acknowledges that students are likely to make mistakes and they can predict what these might be. This doesn't mean praising the wrong answers, but it means normalizing failure so that students are more likely to take risks, make mistakes and learn from them.

- **Say:** I am now going to model a strategy from TT #9 called **Expecting an error.** A classroom culture that respects error, normalizes it and values learning from it, is one of the characteristics of a high-performing classroom. The teacher acknowledges that students are likely to make mistakes and they can predict what these might be. This doesn't mean praising the wrong answers, but it means normalizing it.

Teachers should acknowledge that all students will make mistakes, whether they are fast-or slower-paced learners, girls or boys. This Top 10 Practice is designed to encourage students to take ownership over their learning, and this includes making mistakes and learning from them. As a teacher, you should expect problems and mistakes, and help students work together to solve them.

- **Say**: I am going to read some scenarios and I will **Cold call** on teachers to tell me what the teacher did well and how the teacher could improve at recognising students' efforts.

> **Scenario 1**
> A PEAS teacher has just finished a lesson on why thunderstorms happen. He finishes the lesson and says, "well done everyone, especially Henry who got all the answers correct today". He gives Henry a thumbs up and a smile.

- **Read** Scenario 1 and then **ask the questions below**
- 🔆 When questioning teachers, try to model **Expecting an error**. Recognise teachers' efforts in answering and if teachers answer incorrectly, respond positively that it is useful they answered in that way because it helps the whole group to learn. For example, you could say:
  - *"I'm really glad you made that mistake. I'm sure that many people will be thinking the same. It highlights that…."*
  - *Thank you for raising this point because, it's actually not what the teacher should be doing in this situation …."*.

Ask teachers:
- **What did the teacher do well?**
  - ✓ He praised the class for finishing the lesson, ending it in a positive way and highlighted the achievement of a specific student.
  - ✓ His body language was positive to reinforce his message.
- **How could the teacher improve at recognizing students' efforts?**
  - ✓ The teacher could praise some students who put in a lot of effort in the lesson even if they didn't get all the answers correct. This will positively impact their learning, reminding students that mistakes are a part of the learning process and motivate them to keep trying.

🚹🚺Important to highlight here that the teacher has praised a boy specifically, and that this is not uncommon practice Although it is important to provide precise praise to students, teachers should be aware of giving praise regularly to specific students. Those that do not receive praise from their teachers are more likely to develop a fixed mindset, that they are not clever, intelligent or hard working.

- **Read** scenario 2

> **Scenario 2**
> A teacher is teaching a lesson on a new concept in S1 mathematics. She is checking for understanding and asks a review question. One student puts his hand up quickly, appearing to know the answer right away. Another student is thinking about the answer, doing some problem solving in her notebook. When she raises her hand, the teacher asks her to share her answer. She has the incorrect answer. The teacher says "No, good try but you are incorrect". Then the teacher calls upon the former student. He has the correct answer. The teacher responds: "Great work, your answer was correct, very well done". At all times the teacher was calm in her tone and had her hand in an open posture.

- 🔆 **Ask** the questions below while modelling **Expecting an Error**.

Ask teachers:
- **What did the teacher do well?**

- ✓ The teacher waited until the second student was ready and had enough time to problem solve before calling upon students. The teacher acknowledged that the first student made a good try.
  - ✓ Her body language was open signalling that she was open to discussion.
- **How could the teacher improve at recognising all students' efforts?**
  - ✓ The teacher's praise was focused on the outcome and answers of the students. Further, the teacher did not praise the first student's effort in problem solving for the answer and being courageous in sharing it. By only praising the outcome, the teacher is not effectively recognizing that mistakes are part of the learning process. The teacher could have asked for all hands to remain down and give students one minute to think through the answer before 'cold calling' a student (selecting a student at random). The teacher may also have gone back to the original pupil who got the question wrong at a later point in the lesson to check if they now understood and to give further praise for their efforts.

Read clearly: Effective teachers have positive attitudes toward students' challenges and help students understand that frustration and failure are a normal part of the learning process. This attitude helps cultivate student motivation and achievement. This helps instil a growth mindset. A growth mindset is when students understand that their skills and abilities can be developed with effort. This compares to a 'fixed mindset', which is when students believe that skills and abilities are set from birth. Having a fixed mindset can limit students' ability to succeed. The most effective teachers are more likely to have a positive attitude towards students' mistakes. Praise such as "Good boy" and "You are so clever" can undermine students' motivation to show effort and performance (Dweck 1999). According to Dweck, complimenting intelligence can reinforce it as a fixed trait. Rather, as teachers, we should focus on giving praise that focuses on the effort and planning they put into a task.

Step 2: The Main Idea (25 minutes)

> **Activity Box: Gallery Walk**
> In a gallery walk activity, the teacher places reading texts on the classroom walls and learners must move around the room reading the texts on the wall (like in a gallery or museum) and extract key information from the texts. They write notes in a reading grid. It is a useful activity for transmitting a lot of information and improves the pace and engagement of the lesson as participants are able to move around the room.

2.1 Gallery Walk: Set up (5 minutes)
- Before the lesson print the three Gallery Walk Texts found in the handout section at the end of this session plan and stick them on the walls of the classroom, so they are far apart.
- Print the Gallery Walk Reading Grid in the handout section at the end of this document and distribute to teachers. **Ask** teachers to draw the grid in their notebooks if you cannot print.
- **Say:** We are going to learn about some strategies that can help teachers to recognise and encourage students to make efforts without fear of being incorrect
- **Say:** You are going to read about three effective strategies to help recognizing students' efforts and helping students understand that mistakes are part of the learning process.
- **Remind** them about the gallery walk activity they have done before and ask anyone to explain what the instructions are.
- **Review Instructions:**
  - For 10 minutes, please move around the room and read the texts on the wall.
  - At each station, take notes in the gallery walk grid.

- o In the first column, it says the name of the strategy for integrating effective pair/group work to drive collaboration.
- o In the second column, you will write down what the activity looks like.
- o In the third column, you write the specific benefit of using this strategy.
- o In the fourth column, you write how you would adapt it to one of your lessons.

2.2 Gallery Walk Reading (10 minutes)

- Encourage teachers to spread out across the room and read the texts.
- **Monitor** teachers and ensure they are completing the grid correctly. If some teachers have finished early ask them how they would use the gallery walk strategy in their own classes. What are the challenges, how could they overcome them?
- After 10 minutes tell teachers to return to their seats (inform teachers at eight minutes, that they have two minutes left)

2.3 Gallery Walk Feedback (10 minutes)

- **Ask** teachers to work in pairs and check their answers
- **Cold Cal**l on 3-4 teachers (randomly select teachers
  - o *Which strategies have they used?*
  - o *Which strategies do they like and why?*
  - o *How can these strategies be used in their lessons?*
- **Read Clearly:** Building a growth mindset in the classroom is a prolonged effort to change student and teacher mindsets. The strategies used need to be carried out on a regular basis to ensure a change in language and thinking. These strategies are not only aimed at the students who find the subject difficult, but also students who get questions correct often. All efforts need to be acknowledged and encouraged. Through making sure all student efforts and mistakes are recognized as part of the learning process, we can support all learners to accept their mistakes, boost their confidence and promote a healthy mindset.

Young people learn better when teachers believe in them. If a teacher has faith in students' abilities and can see their potential – it helps their students to imagine their own success and work towards achieving it.

Step 3: Teaching Lab (45 minutes)

Activity Box: Micro-teaching
Micro-teaching is a teacher-training technique where a teacher prepares a micro (very small) lesson of 5-10 minutes to teach to a group of other teachers during a training session. Teachers are put into small groups to implement the strategies they have learnt in the session. Facilitators should think carefully on the group pairings. Teachers can be divided into groups of four and one teacher can use the strategy. Teachers should usually receive feedback at the end of their micro-lesson.

3.1 A: Micro-teaching: Set up (5 mins)

- Take down the gallery walk texts from the walls.
- Arrange the teachers into groups of 3 or 4 depending on the size of the class so that you have three to four groups.

- **Activity -** For this teaching principle, teachers will only practice changing their language or actions to foster a growth mindset in the classroom and recognise all student efforts and mistakes as part of the learning process.
- Other teachers in the group will act as students and make mistakes or use negative language for the teacher to support them.

Board Layout

Micro-teach Instructions:	Success criteria:
1. Think of a lesson that you will be teaching next week. 2. Use the strategy given to you to create a culture of error and risk taking in your classroom.	• Teachers demonstrate that mistakes are part of the learning process by responding positively when a student makes a mistake. • Teachers withhold the correct answer and allows multiple students to respond with what they thought first. • Teachers show a neutral expression when students respond so as not to give away the "correct" or "incorrect" answer. • Teachers use positive language to praise risk-taking in their classroom

3.2 Micro-teach (40 minutes)
- **Assign** the teachers to their strategically planned micro-teaching groups. Each group should have three to four teachers.
- **Ask** one teacher to stand up in their group and start teaching the lesson like they would in their classrooms.
- **Ask** the other teachers in the group to act like students and answer the questions making deliberate mistakes and using negative language to provide an opportunity for the teacher to recognise student efforts and mistakes.
- It is important you make sure teachers are delivering their activity in <u>10 minutes</u>.
- **Call out** *'You have three minutes left, two minutes left, one minute left'*. Many teachers will struggle with timing.
- During the micro-teach, walk around the room and monitor, making sure each teacher is performing to the success criteria. If teachers are not meeting the success criteria the facilitator may prompt or interrupt the session to support the group towards the criteria.
- After 10 minutes **tell** the teachers to sit down.
- **Ask** the group to evaluate the teacher against the success criteria and give feedback.
- **Ask:** the next teacher in each group to stand up and repeat the activity.
- **Leave enough time at the end** for a teacher (or two teachers) who has demonstrated excellence in this micro-teaching practice **to model to the rest of the group** how they used positive language of positivity and positive reinforcement. The facilitator should give precise praise based on what they have seen and the success criteria.

Step 4: Debrief (10 minutes)

4.1 Whole class debrief (3 minutes)
- Thank teachers for their hard work and contribution.
- Return to the learning outcomes for the training session.
- Point to the Learning outcomes and say each one out loud.
- By the end of the session teachers will be able to:

- o Understand the importance of recognizing all students' efforts and mistakes as steps in the learning process
- o Learn three strategies to encourage and motivate students' efforts

4.2 Reflection Time (7 mins)

- **Say:** We will now return to the scenarios from the beginning of the lesson.
- **Write** on the board:
  - *Scenario 1: What could the teacher have done better?*
  - *Scenario 2: What could the teacher have done better?*
- **Say:** You will now have 5 minutes to answer these questions independently in your books. This is silent reflection time for you to consider what you have learned during the session and how you can apply this to the scenarios we've already looked at. I will read each Scenario for you again.
- **Read** Scenario 1 (and pause 2.5 minutes to allow teachers to reflect on Scenario 1)

> **Scenario 1**
> **A PEAS teacher has just finished a lesson on why thunderstorms happen. He finishes the lesson and says, "well done everyone, especially Henry who got all the answers correct today". He gives Henry a thumbs up and a smile.**

- **Read** Scenario 2 (and pause 2.5. minutes to allow teachers to reflect on Scenario 2).

> **Scenario 2**
> **A teacher is teaching a lesson on a new concept in S1 mathematics. She is checking for understanding and asks a review question. One student puts his hand up quickly, appearing to know the answer right away. Another student is thinking about the answer, doing some problem solving in her notebook. When she raises her hand, the teacher asks her to share her answer. She has the incorrect answer. The teacher says "No, good try but you are incorrect". Then the teacher calls upon the former student. He has the correct answer. The teacher responds: "Great work, your answer was correct, very well done". At all times the teacher was calm in her tone and had her hand in an open posture.**

- ✓ **Say:** In Scenario 1, the teacher appreciated the achievement of a specific student based on their ability instead of efforts and did not cater to encouraging all students' efforts and encouraging mistakes. By acknowledging student effort even if their answer is incorrect, the learning environment would have been more open to making mistakes and students would better understand that making mistakes is part of the learning process and be motivated to try the next time.
- ✓ **Say:** In Scenario 2, the scenario is ideal for encouraging students' efforts and making mistakes. When students demonstrate differing strategy for answering questions, it is important to recognise the positives in both. Therefore, the teacher was correct to praise the student for providing the correct answer. However, it is also crucial to acknowledge the positive in the other student's effort, who gave an incorrect answer. The student made an effort to solve the problem, and this effort will be crucial in her learning process, and the learning process of others in her class, with this specific skill.

Step 5: Observation Set Up (5 minutes)

5.1 Observation Instructions (5 minutes)
- **Say:**

- You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on the extent to which you can create a culture of error in the classroom, where students feel respected and valued and able to fully participate in the class.
  - This means you must prepare to use one of the strategies taught today when questioning students or receiving feedback from them.
  - After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
  - Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term.
  - The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
  - The 2nd observation will be a peer observation.
  - The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
  - ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
  - ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
    - **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
    - **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
    - **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy.
    - **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in <u>What Went Well.</u> They should write down one thing that could improve learning in the <u>Action Step Box.</u> After the observation the peer-observer will need to find a time to meet with their peer to give feedback.
    - **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix

Key Information for the Facilitator:
Peas Top 10 for Teachers – Group 4: Climate for Learning
Top 10 #8: Recognise all students efforts and make sure students understand that mistakes are part of the learning process.

"A growth mindset is when a student understands that their abilities can be developed." (Dweck 2014)

Whether a student holds a fixed mindset or growth mindset significantly impacts their learning experience at school. Students that hold a fixed mindset give up when they can't solve a problem and admit defeat. This can be detrimental to students' future efforts and leads to limited academic growth. With a growth mindset, students continually work to improve their skills, leading to greater academic growth and ultimately, success.

The best PEAS teachers have a very positive attitude towards student challenges and mistakes and view them as key learning opportunities for the whole class. These teachers would notice a mistake that a student had made (often one that a few students had also made) and go through it on the board. They emphasised that it was "not a problem to make mistakes, as long as we are prepared to learn from them." This is exactly the type of attitude that we want all PEAS teachers to have.

In securing a positive classroom environment it is important to ensure that teacher always have a positive tone and language while ensuring that their body language is encouraging and positive. This could include:

Tone and language	• Shows interest in what pupils are saying • Empathy • Reassuring • Calm • Cheerful • Energetic
Body language	• Upright posture • Good eye contact • Actively listening • Open posture • Being still

This session identifies three teaching and learning strategies of helping teachers and students recognise that all efforts and mistakes are an important part of the learning process.
These are:
1. Expecting an error
2. Withholding an answer
3. Managing the expression
4. Praise risk-taking

What is the idea?
A classroom culture that respects error, normalizes it and values learning from it, is one of the characteristics of an inclusive and high-performing classroom. The teacher acknowledges that *all* students are likely to make mistakes and they can predict what these might be. This doesn't mean praising the wrong answers, but it means normalizing failure so that students are more likely to take risks, make mistakes and learn from them. By expecting errors, teachers can redefine students' understanding of learning and "failure."

What is the objective?
If the teacher expects errors, the students will be more willing to make mistakes. Students will become comfortable with the idea that they will make mistakes as they learn to solve complex problems and respond not with defensiveness, but openness. Teachers praise this process saying things like "*I'm so glad you made that mistake; it's going to help me to help you.*" Once errors are comfortably exposed, teacher and students study them to learn from them.

What does it look like?
The teacher needs to examine the language they use to communicate to their students their expectations about mistake making. It is important for the teacher to signal when a student has answered incorrectly, and then to turn the mistake into an opportunity for learning for the whole class.

The teacher should expect all students to make errors, and use the same language for all students. Whether it be faster- or slower-paced students, or girls or boys that have answered incorrectly, the teacher should provide feedback that is non-judgemental, based on performance skills or knowledge acquisition, not on personal traits or gender.

Compare these examples:
Example 1:
Teacher: "I'm so glad you made that mistake; it's going to help me to help you"
Message to the student, and the class: The mistake is normal, valuable in a way, and a source of insight. The teacher is not bothered by the mistakes, but communicates that she expects them ad that when they happen, she wants to know about them.

Compare that to something more typical:
Example 2
Teacher: "I should not be seeing people with -2x and +2x in the same equation. You know by now to combine like terms"
Message to the class: Students quickly learn that if they are making mistakes, they are likely to be a source of disappointment to their teacher. As a result, students are going to respond by trying to conceal their errors. This means that when they struggle, the teacher won't find out about it.

Other examples:
- "I suspect there's going to be a lot of disagreement here"
- (After a student's point out a teacher's mistake) "You all just caught the best mistake I've made! That is great!
- "Which of these options do you think is my *favourite* wrong answer?"
- "Wrong answers are really helpful because we learn from the mistakes we make"

What is the idea?
Withholding an answer is when the teacher does not immediately give the right answer to the first student response. The teacher holds off on the right answer and allows multiple students to respond with what they thought.

What is the objective?
By withholding the correct answer, the teacher engages the students in the discussion and removes the distraction from getting the answer right or wrong.

Withholding an answer helps to create an inclusive classroom environment that encourages everyone to participate and share their views. By withholding the answer, teachers ensure that more extroverted students don't dominate the discussion. They can draw out the opinions and answers of quieter students before sharing the correct answer.

What does it look like?
When cold calling on students to share their thoughts and ideas, the teacher must withhold saying "yes that's right" or "no, that's not correct" and then sharing the correct answer. Instead, the teacher cold calls on a student to share their response, pauses, and then asks another student to share their thoughts. When the students have a range of different thoughts, the teacher can encourage a discussion between students where they can comment on each other's responses. Examples of what the teacher might say are below:

- *"For the four options to this question, I don't want to begin by asking which one you think is right because I want to focus on the explanations that we have"*
- *"I see several students picked answer choice X and that several others picked answer choice Y. I'd like you to explain and defend why you picked X or Y."*
- *"Be ready to defend your answer"*

Session 9 Hand out 3: Managing the expression

What is the idea?
Managing the expression refers to the teacher not giving away the answer with their actions or facial expression.

What is the objective?
Students can quickly pick up on body language or repetitive action to determine the inner workings of other people. When a student can pick up on the teacher's expression for right or wrong answers it creates a disappointing element for the student. If the teacher remains neutral, the teacher can create a learning environment where every student feels that their opinion is respected.

What does it look like?
Managing the expression is difficult and takes energy and constant practice. It requires the teacher maintaining a neutral facial expression and body language so as not to give away to students when they answer correctly or incorrectly. This is a strategy for normalizing incorrect answers and avoiding students feeling upset or demoralized when they do not get the answer correct.

Example:
Two students have shared their responses to a problem at a moment in the lesson.
The students look to the teacher to assess which student might have answered correctly and which might have answered incorrectly. But, the teacher reveals nothing. It's impossible to tell from their facial expression or body language who's right and who's wrong. Here, the teacher "manages his expression" and, therefore, avoids unintentionally showing frustration or disdain for a flawed idea or incorrect answer.

Session 9 Hand out 4: Praising risk-taking

What is the idea?
Praising risk-taking is all about the language we use in the classroom and about encouraging students to participate. The teacher praises when students make an effort to answer, even if it isn't right - i.e. "I like the fact that this is a challenging question, but there are so many hands in the air".

What is the objective?
The objective of praising risk-taking is that more students will be engaged in classroom activities and discussions and will be more willing to participate and make an effort even though they are unsure about whether their response is correct or valuable for the discussion. It promotes a culture of risk-taking in the classroom where all students are actively participating in the lesson.

By praising risk-taking, teachers can create an inclusive classroom environment where all students feel comfortable to participate. If students are punished for taking a risk or making a mistake, this can create low self-esteem and inhibit students' willingness to participate.

What does it look like?
- Praising risk-taking can be teacher-led or student-led.
- **Teacher-Led**: Language
    - *"I love the fact that this is a hard question and that I see so many brave hands in the air. Thank you for taking the risk"*
    - *"People have debated this question for centuries. Who even knows if there's a right answer. What's important is that you're really grappling with it"*
    - *"This is a tough question. If you're struggling with it, that's a good sign. Now, who will be bold and start us off?"*
    - *"Christian has been brave enough to offer to share his work so that we can revise it because he made a mistake that a lot of us made. So, give him two claps on two. One…two!"*
- **Student-Led**: Reflection time
    - Students reflect on the risks they have taken and the mistakes they have made, and find a healthy way to communicate it to themselves and their teachers.
    - Reflection Time will encourage students to reflect on their goals, efforts, and progress throughout the day.
    - Self-reflection heightens students' awareness of their most effective learning strategies and areas of improvement.
    - The teacher can write the reflection questions on the board or have a permanent display with questions in the classroom. Students will take 4 minutes to write responses in their notebook and share their reflection with one other student.

> **REFLECTION TIME**
> a) **Which topic do you need to revise further following today's lesson?**
>
> ....
> b) **What tasks can you need to do so that you will improve your understanding of this topic next time?**
>
> ....

peas

Gallery Walk Reading Grid

Strategy name	What does the strategy look like?	What is the specific benefit of using this strategy?	How would you adapt it to one of your lessons?
1			
2			
3			
4			

Top 10: Manual 10: The classroom culture is positive and respectful, and teachers routinely praise students

SESSION 10: The classroom culture is positive and respectful, and teachers routinely praise students

👫 **The PEAS Top 10 Teaching Practices are designed to be student-centred and gender responsive.** By understanding and delivering the Top 10, teachers will have a better understanding of students' specific learning needs, and be able to create inclusive classrooms where girls and boys can participate equally, and all are supported to reach their full potential.

Throughout this manual, these callout boxes serve as reminders of our gender-responsive approach, and some provide techniques that support teachers to actively promote gender equity in their teaching practice. PEAS recommends you share these with teachers to help them understand the importance of an inclusive, equitable quality education.

Time: 2 Hours
Session Overview

The topic of this training is **PEAS Top 10 #10: Promoting a positive and respectful culture and praising students routinely**. Learning is maximised when students feel safe, supported and respected. PEAS believes in fostering a positive classroom culture where teachers are respectful, caring and polite towards their students. Respectful behaviour makes students feel valued and supported and contributes to a conducive learning environment. Teacher language is a key mechanism for communicating respect and care towards students. Research has found that respectful behaviour from teachers promotes student-teacher relationships which in turn has a significant long-term impact on students' academic achievement (Muller, 2001).

Learning outcomes
By the end of the session teachers will be able to:
- Discuss and understand the importance of a positive and respectful classroom culture and routinely praising student efforts
- Understand that to be most effective, praise should be specific and focus on effort and accomplishment, rather than ability.
- Learn four effective strategies which the teacher may use to promote a positive classroom culture and routinely praise students

STAGE	DESCRIPTION	ACTIVITIES	MATERIALS	TIME
INTRODUCTION	1.1: Starter Activity: Observation reflection	Quick fire quiz	Board Work	5
	1.2: Learning Outcomes	Reading learning outcome	Learning outcomes written on the board	5
	1.3: The Importance of a positive classroom culture and routinely praising students	Think-pair-share	Notebooks	10
	1.4: The Importance of a positive classroom culture and routinely praising students	Scenarios	Scenarios printed on A4 papers	10

THE MAIN IDEA	2.1 A: Gallery Walk Set up	Instructions for gallery walk		5
	2.1 B: Gallery Walk Reading	Read about 3 different strategies for promoting a positive classroom culture and praising students routinely	Gallery walk texts Gallery walk Notetaking grid	10
	2.1 C: Gallery Walk Feedback	Check work in pairs & discuss as a whole class	Notebooks Gallery walk notetaking grid	10
TEACHING LAB	3.1: Micro-teach Set Up	Divide class into groups & provide instructions	Board Work	10
	3.2: Micro-teach	Group activity – teaching a micro-lesson		40
DEBRIEF	4.1: Think-pair-share	Think-pair-share questions about ensuring a positive and respectful classroom culture and praising students routinely		5
	4.2: Scenarios	Return to the scenarios from the beginning		5
OBSERVATION SET-UP	5.1: Observation briefing	Instructions for classroom observation		5

Materials:	Preparation Checklist:

• Flipchart or Manila Paper
• PEAS Top 10 Poster
• Printed Handouts (see Manual Appendix)
    o Jigsaw Handouts + Grid
    o Scenarios for micro teaching
	• Read Key Information for the Facilitator in the Appendix.
	• Read the information in the Modelling box (below).
	• Clearly display the Learning Outcomes
	• Pre-written starter activity (1.1).

🔗 **Link to PEAS Top 10 for Teachers**

Top 10 No.10: The classroom culture is positive and respectful, and teachers routinely praise students.

🔗 **Link to lesson observation matrix:**

CLIMATE FOR LEARNING > *4.2 The teacher promotes a "growth mindset" by having a positive attitude towards students' mistakes and misconceptions.*

CLASSROOM DELIVERY > *3.6 Teacher uses an appropriate tone and register to engage learners*

Modelling Box:
As the facilitator, you will need to act out a teaching strategy or technique you would like the teachers to use in their classrooms. This helps teachers understand what the strategy will look like in their classrooms. All manuals has been scripted to support you to model best practice throughout the CPD. However, in this specific manual you are expected to model **3 specific teaching techniques** **100% compliance** (page 235), **praise actions not traits** (page 234), and **quick fire quiz** (page 233)

When you see the modelling symbol ( ), you will be guided to live model one of these teaching techniques. Please signal to the teachers that you are modelling so they can watch attentively and consider how this technique could be used in their own classrooms.

To help you to model effectively, information will be provided in a <u>Modelling Box</u> about the technique or activity. **Please make sure you read this carefully before the session.**

Step 1: Introduction (30 minutes)

1.1 Starter Activity (5 minutes)

Modelling Box: Quick Fire Quiz
The teacher writes a series of pre-prepared questions on the board (5-10). Learners are given a time limit to answer the questions independently in their notebook. The teacher **Cold Calls** on students to give their answers. Learners check which they got right.

- Before the lesson, **write** the following quick-fire quiz on the board (TT #2)

> Starter Activity: Quick Fire Quiz
> 1. Who was the last person to observe your lesson?
> 2. What was the focus of your observation?
> 3. Name one "What Went Well" from your observation?
> 4. Name one "Even better if" from your observation?
> 5. Since your observation, what is one teaching technique or strategy you have been focusing on in your lessons?

- **Ask** teachers to recall their last observation and the feedback they received.
- **Say:** I am now going to model a Top Ten teaching strategy from Top 10 #2: Lessons begin with a written Starter that reviews previous learning.
- **Point to the board** and **say**, this is a **quick-fire quiz**. I'd like you to answer these questions in full sentences in your notebooks. Make sure you write the subtitle <u>Starter activity: quick-fire quiz.</u> Go!
- **Count down** and tell teachers when they have 1 minute, 30 seconds, 5, 4, 3, 2, and 1.
- **Cold call** on 1-2 teachers to share their answers to one or two of these questions, whichever they prefer.
- **Probe** teachers who respond with questions such as "*How have you planned to use this activity in your lesson?*" "*How do you know that went well?*" "*What was the impact on student learning?*"

peas

1.2 Learning Outcomes (5 minutes)

- **Display** the PEAS Top 10 poster.
- **Say:** We will address **Top 10 #10, ensuring that the classroom culture is positive and respectful, and teachers routinely praise students.**
- **Read clearly**: *Being positive, respectful and caring are important traits for a teacher. It is important for teachers to use students' names, treat them with kindness and cultivate a very positive atmosphere in their classrooms. Although positivity is important in the classroom, if this positivity and praise isn't specific to certain actions and behaviours then it can have little impact.*
- **Write** the Learning Outcomes in the corner of the board or on flip charter paper or manila before the session begins:
- *By the end of the session teachers will be able to:*
  - o Discuss and understand the importance of a positive and respectful classroom culture and routinely praising student efforts
  - o Understand that to be most effective, praise should be specific and focus on effort and accomplishment, rather than ability.
  - o Learn four effective strategies which the teacher may use to promote a positive classroom culture and routinely praise students
- **Point** to the Learning Outcomes and go through each one ensuring that the teachers understand by providing a general summary.

1.2 Think-Pair-Share: Making it relevant (10 minutes)

> ☀️ **Modelling Box: Praise actions, not traits**
>
> The objective of this strategy is to **focus praise on specific examples of student effort and accomplishment**. This will **motivate the student to exhibit similar efforts and set expectations for other students to put in equal amount of effort in the activity**. When praise singles out exertion and effort, it can help students to see a direct link between the effort that they invest in a task and improved academic or behavioural performance.

- ☀️ **Say:** We are now going to consider how to apply Top Ten 10 to our own classrooms. While we do this next activity, I am going to model **Praise actions, not traits**. This is a strategy that you will learn more about a little later. In order for praise to be effective, it needs to reinforce actions rather than traits. Praise has the ability to improve students' academic or behavioural performance, but only if the student finds it reinforcing.
- **Write** the below questions on the board:
  - o Thinking about your own classroom practice, how do you promote a positive classroom environment?
  - o What actions have you taken as a teacher to praise students' efforts?
- **Ask** teachers to **think, pair and share**.
  - o Give teachers 1 minute to think independently about the answers.
  - o Give teachers 2 minutes to discuss in pairs.

    - ☀️ **Model praise actions, not traits** (e.g. "*You gave a clear and comprehensive answer, it's clear that you put a lot of effort into your discussion*" or "*Thank you for sharing your response, it's clear you've thought about all the different actions you could take as a teacher*" "*I can see X listening really well to their partner*")

- o **Cold Call** on 2-3 pairs to share their responses (randomly select 2-3 pairs to share)
  - ☀ **Model praise actions, not traits** (e.g. "*Thank you for your response, X, you've clearly had an engaging discussion with your partner. I can tell that you've been reflective and critical of your own practice and your productive discussion has supported one another to develop*")
- **Read clearly:** Environments matter for learning. It can influence a student's motivation, attitude and memory. A positive classroom culture is characterized by a safe atmosphere where students feel that they are able to express themselves and offer ideas without fear of judgement or scolding. Culture is created by establishing rules and expectations, building relationships and treating all students with respect. A positive culture affects the achievement of students and teacher's productivity and satisfaction in a positive way. Routinely praising students is an important aspect of classroom culture. Acknowledging a student for their efforts motivates them, as well as other students to perform better in school. However, to be most effective, praise should be <u>specific</u> and <u>focus on effort and accomplishment</u>, rather than ability.

Teachers should strive to create an environment where they can both give and receive feedback with students in a positive and generative way to ensure that learning is taking place. The language a teacher uses can guide a student in the direction they need to go, help them to feel that the teacher cares about their learning and inspire them to become more engaged and involved in the classroom.

1.3 Scenarios (10 minutes)

> ☀ **Modelling Box: 100% compliance**
> The teacher does not move on to the next activity or sentence until the entire class is attentive, listening and following instructions. In this way, the teacher sets their expectations extremely high. Teachers can use non-verbal gestures, positive group corrections, anonymous individual correct or lightning quick correction. See the appendix for more info.

- ☀ **Say:** I am now going to model a teaching technique from Top 10 #10. The technique is called **100% compliance.** The assumption of 100% is that to have a great learning environment, there must always be **100% compliance** within the classroom. The teacher does not move on to the next activity or sentence until the entire class is attentive, listening and following instructions. In this way, the teacher sets their expectations extremely high. The teacher should gain compliance in a non-invasive way using strategies such as individually correcting a student's behaviour, using non-verbal signals, or pausing what they are saying until every student is attentive and engaged.
- **Read** Scenario 1 and then **cold call** on teachers to share their answers before moving onto Scenario 2. During this activity, **model 100% compliance**. Start by defining your expectations.
- **Say:** I will now read some scenarios and I will cold call on teachers to ask what the teacher did well and what they could improve. I will be **modelling 100% compliance**, so I will state my expectations as If I were the teacher. "All teachers must be looking at me while talking. No one should have a pen in their hand or be talking to someone else in the classroom.".

- ☀️ During the activity, watch teacher's behaviour and when there is not 100% compliance call it out by using examples such as these:
  - Pause what you are saying and say, "I *am expecting all teachers to be looking this way".* Wait until everyone is and then resume.
  - If one teacher is not following the expectations, move to their table and use a non-verbal intervention (make eye contact or tap on their desk)
  - Make a lightning quick public correction – Pause what you are saying *"David, look this way"* and then resume talking.
- **Read Scenario 1** and begin the modelling of **100% compliance.**

Scenario 1

A PEAS teacher noticed James helping his peer Charles in completing the assigned class work. The teacher looks at James and says, "You are the most helpful boy in this class, James.

- **Cold call** on 1-2 teachers (ask teachers not to put their hands up, but call on teachers randomly to share some responses)
  - **What did the teacher do well?**
    - ✓ Potential answer: He specified the student's name and praised James for a non-academic achievement and for being a helpful friend.
  - **How could the teacher improve at praising the student?**
    - ✓ Potential answer: Even while praising a non-academic achievement, the teacher praised James's ability as a friend rather than his efforts in helping a peer. The use of the superlative 'most' is not just complementing the student but also comparing him with his peers which can negatively impact other students in the classroom. He did not specify what was helpful, and therefore didn't ensure other students understand what was effective. Therefore, the teacher needs to praise James's efforts in helping the peer and avoid comparative language. For example, the teacher may have said "Amazing co-operation in our group work today. Well done, James".

Scenario 2

A PEAS classroom has just completed an English essay. A student named Grace spent a lot of time researching the topic and using different ways to express her ideas in the essay. The teacher praises her in the class – "Grace, the essay was great. You're a great writer!" and asks everyone to clap for her.

- ☀️ **Read** scenario 2 and continue **modelling 100% compliance**
- **Cold call** on 1-2 teachers (ask teachers not to put their hands up, but call on teachers randomly to share some responses)
  - **What did the teacher do well?**
    - ✓ Potential answer: She specified the student's name and praised Grace for her essay. She also involved the whole class in appreciating her ability.
  - **How could the teacher improve at praising the student?**
    - ✓ Potential answer: The teacher praised Grace's ability as a writer rather than her efforts in writing the essay. A more effective praise could be *"I love that you spent extra time researching the topic of your essay. It was fascinating to read!"* This praise is specific to Grace's behaviour, is sincere, acknowledges her strategy and also sets expectations for other students. Praising the process instead of the

individual helps increase intrinsic motivation of students to exhibit the same behaviour and promotes a positive classroom environment.

Read clearly: A large number of studies have found strong, positive correlation between teachers using praise and academic outcomes. It is thought that when teachers use specific praise focussed on effort, they boost children's intrinsic motivation. It also provides useful information to the students and their classmates about what is expected of them. For example, when a teacher praises a student publicly for putting in lots of effort on an activity, it sends a message to all the other students that they should also be putting in lots of effort on that same activity. The power of praise in changing student behaviour is that it both indicates teacher approval and informs the student about how the praised behaviour conforms to teacher expectations (Burnett 2001).

👫 Key to a gender-responsive approach is creating a classroom environment where all students feel motivated. Teachers can motivate students by providing constructive praise and feedback. It is important for the teacher to affirm students' performance and not praise them as a person (or for their gender). The feedback will depend on the nature of the task and the ability level of the student, but the teacher should name what they have done that is so good and what they would like to see more of.

Step 2: The Main Idea (35 minutes)

💡 Modelling: Simple Jigsaw

Jigsaw reading is a collaborative learning strategy that allows individuals or small groups to become experts in a subcategory of a larger topic. Jigsaw is a grouping strategy in which the members of the class are organised into "jigsaw" groups. The students are then reorganised into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.

2.1 Simple Jigsaw: Set up (5 minutes)

- **Before the lesson** print the four handouts at the end of this session plan
- Print the Grid in the handout section and distribute to teachers. If you cannot print, ask the teachers to draw the grid into their notebooks.
- **Split** teachers into groups of 4 or 5, depending on how many teachers there are (you will need at least 4 groups). **Give** each group a Strategy from the Handouts section
- **Say:** We are going to learn about some strategies that can help teachers create a positive and respectful classroom culture. We are going to read about four effective strategies to routinely praise student efforts and build healthy relationships with students and to positively affect motivation and learning culture. These are called *praise, not traits; precise praise; positive routines; 100% compliance.*

2.2 Jigsaw Reading Instructions

- 💡 We have learned about this activity in CPD Top 10 #8. We are now going to practice it to learn about these effective strategies. It is called Simple Jigsaw.
- There are two sections to this activity: **reading** and **presenting**. This activity is similar to the Teaching Lab because you will start in one group - the expert group - and you will then change

groups to the Jigsaw Group. In the same way that we start with the Planning group in teaching lab and then change to the teaching lab.

1. Teachers will be in groups of 4 or 5 – These are "**expert groups".**
2. Each "expert" group of teachers will receive a different strategy; **praise, not traits; precise praise; positive routines; 100% compliance.**
3. When you receive your strategy, you will all have **2 minutes** to read individually, learn and become experts on this strategy.
4. You will have **2 minutes** to write the information down on your grid individually.
   - In the first column write the name of the strategy
   - In the second column, write down what the activity looks like
   - In the third, write the benefit of this strategy
   - In the fourth, write how you would adapt it to one of your lessons.
5. You will have **2 minutes** to discuss the main points in your group and rehearse the presentations you will do to your jigsaw group (you can use your grid to help)
   You will then move to your Jigsaw Groups. These groups are composed of one (or two) teacher(s) from each expert group.
   - To ensure the experts are mixed up – each teacher in the "expert" group needs to number themselves 1-4 (depending on the size of the group, there may be more than one of each number).
   - Then all Number 1s will go to Group 1, all number 2s go to group 2, etc (see table below)
6. Each teacher "expert" will have **1 minute** to present their strategy to the Jigsaw group.
7. The teachers listening, will write into their grid while the "expert" is talking about their strategy.
8. By the end, every teacher should have heard an expert speak on each of the 4 strategies & they should have written down the information onto their grid.

Expert Groups:

Praise not traits Experts	Precise Praise Experts	Positive Routine experts	100% compliance
Teacher 1	Teacher 1	Teacher 1	Teacher 1
Teacher 2	Teacher 2	Teacher 2	Teacher 2
Teacher 3	Teacher 3	Teacher 3	Teacher 3
Teacher 4	Teacher 4	Teacher 4	Teacher 4

Jigsaw Groups

Group 1	Group 2	Group 3	Group 4
Teacher 1	Teacher 2	Teacher 3	Teacher 4
Teacher 1	Teacher 2	Teacher 3	Teacher 4
Teacher 1	Teacher 2	Teacher 3	Teacher 4
Teacher 1	Teacher 2	Teacher 3	Teacher 4

Instruction-checking questions:
- **Cold Call** on teachers some **instruction-checking questions** to check that they understand what to do (ask for no hands up, select teachers to answer randomly)
  - Are you reading individually or as a group?
    - ✓ Individually
  - Who are the experts on precise praise?
    - ✓ The group with precise praise can raise their hands
  - Once you've read the information, what do you do next?

✓ Write into your grid & then discuss the key points with your group for 2 minutes
- o What is a jigsaw group?
  - ✓ A group made up of *different* experts.
- o What is your role as an expert?
  - ✓ The role of the expert is to present information about the strategy they have learned about. The presentation should be clear to ensure that the other teachers can understand.

2.3 Jigsaw Reading & Presenting (20 minutes)

- • Ensure each group as a strategy (2 or 3 printed sheets per group)
- • Keep strict time on this activity otherwise it can run over.
- • Give 2 minutes for individual reading (Highlight when there's 30 seconds left)
- • Give 2 minutes for writing. (Highlight when there's 30 seconds left)
- • Give 2 minutes for a short group discussion on key points. (Highlight when there's 30 seconds left)
- • Ask every teacher to **number themselves from 1-4 in their group**. There can be more than one of each number if the groups are bigger.
- • Then ask all number ones to group together, all number twos to group together, etc (as in the table above).
- • **Say**:
  - o The experts on Praise not Traits, begin your presentation. Everyone who is listening must be writing the key points into their grids. You have 1 minute to present, Go!
  - o The experts on precise praise, begin your presentation. Everyone who is listening must be writing the key points into their grids. You have 1 minute to present, Go!
  - o The experts on positive routines, begin your presentation. Everyone who is listening must be writing the key points into their grids. You have 1 minute to present, Go!
  - o The experts on 100% compliance, begin your presentation. Everyone who is listening must be writing the key points into their grids. You have 1 minute to present, Go!
- • Once the presentations have finished the teachers can return to their seats for the feedback.

2.4 Jigsaw Reading Feedback (10 minutes)

- • **Write** on the board:
  - o *How do these strategies each have an impact on the learning environment?*
  - o *How do each of these strategies have a positive impact on pupil outcomes?*
- • **Ask** teachers to **think, pair and share**.
  - o Give teachers 1 minute tot think independently
  - o Give teachers 2 minutes to discuss in pairs
  - o **Cold call** on pairs to share their response for 4 minutes
- • **Say:** Establishing a positive classroom culture is a prolonged process to positively impact student motivation and achievement. Teachers need to sincerely praise students routinely based on their efforts and behaviour and build expectations for everyone in the classroom. Praise should not only be directed towards academic achievement, but also non-academic achievements like generosity, helpfulness, and compassion. Genuine praise can have a significant impact on the intrinsic motivation of girls and students who do not actively participate in classroom discussions.

Step 3: Teaching Lab (50 minutes)

3.1 Micro-teaching: Set up (5 mins)

- Arrange the teachers into groups of 3 or 4 depending on the size of the class so that you have three to four groups.
- **Activity -** For this teaching principle, teachers will practice changing their language or actions to foster a positive classroom culture and recognise all students' efforts and mistakes as part of the learning process.
- The facilitator will give each group the list of **scenarios to be explored in the micro – teaching session**. The facilitator will also ensure that **each group practices each of the scenarios using the 4 effective strategies** for effective praise and all teachers have an opportunity to role play each scenario as the teacher.

On half the board write:

Micro-teach Instructions	Success criteria:
1. Read through the scenarios requiring a positive praise technique 2. Decide the order of who will model the teacher and pupil(s) in each scenario 3. Use the principle discussed in the module to recognise how to effectively praise students and create a positive classroom culture.	• Teachers are mindful of the tone and language they use whilst addressing student efforts and mistakes in the classroom, ensuring it remains positive and encouraging. • Teachers use 1 of the 4 strategies to address each of the scenarios • Praise is specific!

3.2 Micro-teach (45 minutes)

- **Assign** the teachers to their micro-teaching groups. Each group should have three to four teachers.
- Give out the scenario sheet to each group. (Appendix)
- Give each group all the hand outs, rather than just one (Appendix)
- **Tell** the teachers that each group will **act out scenario A at the same time**. Ask the teachers to quickly agree the order of scenario A. Following this, each group begins the role play of scenario A.
- It is important you make sure teachers are **delivering their activity in 7 minutes.**
- **Call out** *'You have three minutes left, two minutes left, one minute left'*. Many teachers will struggle with timing.
- During the micro-teach, **walk around the room and prompt groups if required using the success criteria to ensure they are on task**, making sure each teacher is performing to the success criteria.
- After 7 minutes **tell** the teachers to sit down.
- **Ask** the group to reflect on how the teacher responded to scenario A using positive praise and give feedback.
- **Leave enough time for a teacher demonstration.** Select a teacher (or two) who has **demonstrated excellence in this scenario to model to the rest of the group** how they have

implemented the technique. The facilitator should give precise praise based on what they have seen and the success criteria. Repeat the activity with scenarios B - D

Step 4: Debrief (10 minutes)

4.1 Whole class debrief (2 minutes)
- **Thank** teachers for their hard work and contribution
- Return to the learning outcomes for the training session
- **Point** to the Learning outcomes and say each one out loud
- By the end of the session teachers will be able to:
  - Discuss and understand the importance of a positive and respectful classroom culture and routinely praising student efforts
  - Learn four effective strategies which the teacher may use to promote a positive classroom culture and routinely praise student

4.2 Scenarios (8 mins)
- **Say:** We will now return to the scenarios from the beginning of the lesson. For each one, think individually and then share thoughts as a group using the following questions:

Scenario 1

A PEAS teacher noticed James helping his peer Charles in completing the assigned class work. He looks at James and says, "You are the most helpful boy in this class, James."

- **Cold Call** on 1-2 teachers with the question: Do you have any new ideas about the teacher's approach, and what they could have done better?
  - ✓ **Say:** In this example, the teacher appreciated the ability of a specific student instead of his efforts. The teacher also used comparative praise which can negatively impact other students in the classroom. The teacher should praise the process and effort of the student in helping their peer which motivates them to replicate the behaviour. Therefore, the teacher needs to praise James's efforts in helping the peer and avoid comparative language. For example, the teacher may have said "*Amazing co-operation in our group work today, it's great to see you supporting your peers with this activity. Well done, James*".

Scenario 2

A PEAS classroom has just completed an English essay. A student named Grace spent a lot of time researching the topic and using different ways to express her ideas in the essay. The teacher praises her in the class – "Grace, the essay was great. You're a great writer!" and asks everyone to clap for her.

- **Cold Call** on 1-2 teachers with the question: Do you have any new ideas about the teacher's approach, and what they could have done better?
  - ✓ **Say:** In this example, the teacher only acknowledges the ability of the student as a writer and not the strategy she used in completing the essay. This perpetuates the idea of a fixed ability that cannot be controlled and demotivates other students in the classroom. Praise directed towards her effort of researching the topic and using different ways to express herself, will likely motivate her to exhibit similar behaviours in the future, in addition to her peers to also demonstrate similar efforts.

👨‍🦰👩 Highlight that a fixed mindset can lead to gender inequalities. Research has shown that in some contexts, teachers give more praise to boys than girls. This reinforces a growth mindset among the boys, but a fixed mindset among the girls. Teachers need to ensure that all students are given the opportunity to develop a growth mindset. By building the growth mindset of all students, teachers will create an inclusive classroom environment where all students feel confident and able to participate and take risks.

Step 5: Observation Set Up (5 minutes)

- **Say:**
    - You will be supported to apply what you've learned in this CPD session during your observation. In your observation following this CPD, you will be observed on the extent to which you can create a positive and respectful classroom culture, where praise is used effectively in the classroom.
    - This means you must prepare to use at least one of the strategies taught today during your lesson.
    - After the observation, your observer will give you feedback. This will include an action step that you will be expected to work on and demonstrate progress in your next observation.
    - Please **bring your observation feedback form to the next CPD session** as you will need it for the first activity in the session.
- Teachers have three observations per term
    - The 1st observation is an observation between the teacher and an ILT who will give the teacher feedback.
    - The 2nd observation will be a peer observation.
    - The 3rd observation will be between the teacher and an ILT who will give the teacher feedback.
- ❖ **Important:** Adjust instructions according to the point at which teachers are in their observation cycle (1st, 2nd, or 3rd).
    - ***IF ILT OBSERVATION*: Say**: The next observation will be a 1:1 observation with the ILT Team. You must bring your completed lesson observation feedback to the next CPD to reflect.
    - ***IF PEER OBSERVATION*: Say:** the next observation is a peer observation. Your peers are your teachers so you will be observed and given feedback by another teacher in your next observation. What do you need to do next?
        - **Meet with your peer –** if you don't know who your peer is speak to your Head of Subject after this CPD session.
        - **Arrange a time for co-planning** – look at your timetable with your peer and arrange a time when you can meet to co-plan an activity to be delivered in your lesson linked to the Top 10.
        - **Arrange a time for your observation –** look at your timetable with your peer and find a time when they can come and observe the lesson where you will be implementing the Top 10 strategy. They do not need to observe the whole lesson, only 20 minutes.
        - **Filling in the Pro-forma -** The peer-observer will bring the Lesson Observation Feedback Pro-forma for teachers to the observation. The peer observer will write down 2 things they liked/learned in the lesson in What Went Well. They should write down one thing that could improve learning in the Action Step Box. After the observation the peer-observer will need to find a time to meet with their peer to give feedback.

peas

- ▪ **Feedback -** The observed teacher keeps the feedback form and brings it to the next CPD session.

Appendix:

Key Information for the Facilitator:

In this session teachers are going to learn how to provide effective praise which communicates to students what is expected of them and inform them what they are doing well.

Evidence based research demonstrates that learning is maximised when students feel safe, supported and respected. Respectful behaviour from teachers promotes positive teacher-student relationships, which has longer-term positive impacts on students' academic achievement. The most effective teachers are those who are more respectful, polite and caring towards their students. Teacher language is key to communicating this respect towards students, with strong correlations between teachers' praise and academic outcomes. Praise can change student behaviour as it informs the student how they are meeting the teacher's expectations.

In the previous session, on Top Ten number 9, teachers were focusing on using a 'growth mindset' approach to recognise all student efforts and help students learn from mistakes. They did this by focusing their positive praise on effort rather than outcomes.

Research suggests that effective praise has the ability to improve student academic or behaviour performance. However, the method of praise should vary, focussing on being specific and praising effort and progress, not ability, and the delivery should be adapted to what works best for individual or groups of students. For example, not all learners are comfortable with public praise. Praise could be in the form of written, verbally to the individual, or publicly in front of the class, but it is important to ensure that teachers know the most appropriate form of praise to use for the individual(s) concerned. This can be achieved by getting to know your pupils on an individual level. By praising effort, students can see a direct link between their effort and improved academic or behavioural performance, and by being specific it provides students precise feedback on what they are doing well.

Please read this manual and the strategies in the handout section before the CPD session.

Providing effective and constructive praise and feedback is key to student-centred learning. Teachers who are respectful, polite and encouraging to all students, are likely to create inclusive classrooms where genuine learning is taking place. While teachers who are authoritative or punitive with their feedback can invoke shame and fear which are not conducive to learning or growth.

peas

Session 10 HAND OUT 1: Praise actions, not traits

What is the idea?
Praise has the ability to improve students' academic or behavioural performance, but only if the student finds it reinforcing.

- <u>Praising traits</u> such as "You're so smart!" directed towards a student implies that the teacher values a particular trait or ability that they possess which they cannot control.
- <u>Praising actions</u> such as "I like how much effort you put into the research – it helped to create a great essay!" implies that the student's success is due to the effort and strategy they used which they can control. This type of praise highlights students' behaviour rather than ability which motivates them. It also makes other students believe that their efforts can help them progress.

Praising traits can also include praising a student's gender. The teacher should avoid praising a person for their gender, as this can create a fixed mindset about what girls or boys are capable of achieving. Off-hand comments such as "girls might find this hard" can have a long-lasting impact on how a girl views herself, and can affect her participation in the classroom.

What is the objective?
The objective of this strategy is to **focus praise on specific examples of student effort and accomplishment**. This will **motivate the student to exhibit similar efforts and set expectations for other students to put in equal amount of effort in the activity**. When praise singles out exertion and effort, it can help students to see a direct link between the effort that they invest in a task and improved academic or behavioural performance.

What does it look like?
The teacher needs to be aware of the language, tone, and moment of praising a student. It is helpful to keep the following in mind:
- Praise should describe what is good about the student's behaviour
- Praise should be sincere
- Vary the method of praise based on the student (praising them publicly or in private)
- Avoid overpraising a student or an activity
- Avoid comparisons while praising students

Praising traits	Praising actions
Great Job! You must be smart at this.	Great Job! You have worked really hard at solving this problem.
You got an A! I knew you were great at Math.	Good work! All that time you put into practicing math problems really paid off.
The essay was great. You're such a good writer!	I like that you spent extra time brainstorming and researching the topic of your essay. It was fascinating to read!
You scored two goals this game; you're a soccer star!	Great game! All that time practicing your footwork paid off with those amazing goals!
See, you are the best in English!	You really studied for the English test and your improvement shows it.

Session 10 HAND OUT 2: Precise Praise vs Acknowledgement

What is the idea?

For praise to be effective, it should **be precise and reward behaviour that goes 'above and beyond' your expectations.** Precise praise should ideally be linked to your learning objectives for the lesson.

It is important to understand the difference between precise praise and *acknowledgement.* Although an effective teacher might *acknowledge* behaviour that meets expectations (e.g. thank you for arriving on time), *praise* should be specific and acknowledge outstanding behaviour linked to your learning objectives (e.g. *Well done to Juliet, not only did she use 'mitosis' in this essay, but she said the cells divide 'via' mitosis.").*

What is the objective?

Precise praise not only reinforces positive behaviour, but also helps to let the student or class know exactly what it is that they did well, which helps them to repeat or aim for that behaviour in future.

Ensuring you only praise actions or behaviours that exceed expectations helps to maintain high expectations in your classroom. You should *acknowledge* behaviours that meet your expectations to help learners know they are doing the right thing and make your expectations clear. However, praising students every time they do something that is expected of them (e.g. getting their books out, turning up on time, remaining silent while you speak) can lower expectations.

Precise praise looks at what can be improved rather than focusing on what is wrong. The way praise is given is crucial. The language a teacher uses can guide a student in the direction they need to go, help them to feel that the teacher cares about their learning and inspire them to be more engaged in their learning.

What does it look like?

Examples of acknowledgement	Examples of precise praise
• You were ready for class right on time, John. • Margaret is ready to go! • That's it, Charles. That's how we do it. • You did it just like I asked, Shayna. Thank you • Thanks, Brian	• I'm really impressed to see John has referenced a dictionary and provided a really good explanation of this word • Well done Precious! She has solved this algebraic equation and gone back to double check it twice by substituting X into the original equation

Session 10 Hand out 3: Non-verbal Praise Routines

What is the idea?

Non-verbal communication such as hand gestures, body language and movements sends communication signals to other people. It can tell people if you are being honest, truthful, if you are listening and whether you care about their contribution. By being conscious of your non-verbal signals and matching them with your words can **increase trust and build positive relationships.**

Embedding non-verbal praise routines in your classroom can help to create a positive and fun classroom culture, where students feel more engaged in learning and keen to participate. Non-verbal praise routines involve encouraging the teacher and students to compliment and praise each other which can build a feeling of teamwork and collaboration.

As they are non-verbal, this type of praise can be given without significant disruption to the lesson flow.

Key to a student-centred, gender-responsive approach is building trust and rapport with your students. Non-verbal praise routines can help to build positive relationships, which in turn creates a more inclusive classroom environment.

What is the objective?
- Promote respectful relationships between learners and teachers
- Recognise students' contributions to class
- Create a positive and fun classroom culture
- To build an efficient way of praising without disturbing the lesson flow or loss of learning time

What does it look like?

There are lots of types of non-verbal praise routines. PEAS schools are encouraged to define the routines they want to embed across the school so that all teachers and students have **consistency** in the way show praise is shown in their school. This allows for the routine to become more effective and embedded in all lessons.

Ideally, a classroom culture should be established where teachers and students use non-verbal praise regularly to agree with another student or praise their contribution.

Non-verbal praise routines could involve:
- Factoral claps
- **Snaps** (finger clicking): allows pupils and the teacher to show their praise while not being as loud or disruptive as a clap
- **Smiling**: simple and easy way to make a positive connection with a pupil and build a stronger relationships making the teacher seem more approachable
- **Nodding**: to show you agree with what the pupil is saying and give motivation to keep going with their answer
- **Fist pump/handshake/high five**: is a silent way to acknowledge trust and is a great way to end a difficult conversation with a pupil or when a pupil has shown great effort and struggled through a difficult concept to the to correct answer

Questions to discuss – Do you use any non-verbal praise routines? What works well with students that you can share with colleagues?

Session 10 Hand Out 4: 100% Compliance

What is the idea?

The assumption of 100% is that to have a great learning environment, there must always be 100% compliance within the classroom. The idea is that the teacher does not move on to the next activity or sentence until the entire class is attentive. In this way, the teacher sets their expectations extremely high. This strategy is effective because in order for students to focus and learn, a teacher needs to eliminate as many distractions as possible. Studies show that multi-tasking isn't possible – this proves that students can't actually learn from a teacher while they are focused on looking around the classroom or talking to another student.

The 100% technique is made up of 3 principles:
1. It uses the **least invasive** form of intervention to get student compliance
2. Achieving compliance is an exercise in **purpose, not power**
3. **Emphasising the compliance** you see in your classroom

What is the objective?
- The aim of 100% is to ensure that the entire class of students is attentive to what the teacher is saying and compliant with their instructions at all times.
- Having 100% compliance in the classroom means that:
  - All teacher instructions are heard by everyone in the classroom
  - Teachers have 100% attention from every student in the classroom
  - Students are on task and not distracted
  - Small behavioural issues are fixed in the classroom as the teacher becomes aware of non-compliance.

What does it look like?

There are different ways to ensure compliance in a non-invasive way:
- <u>Non-verbal intervention</u> – this involves doing a quick gesture or making eye contact with off-task students, letting them know that you are watching them.
- <u>Positive group correction</u> – This means reminding students of what they should be doing rather than telling them what they should be doing.
- <u>Anonymous individual correction</u> – the teacher clearly states the behaviour that needs to be fixed, but doesn't focus on one student individually
- <u>Private individual correction –</u> the teacher goes to a student who isn't being 100% compliant and quietly corrects their actions.
- <u>Lightning quick public correction –</u> this requires short, positive corrections directed towards specific students. For example, "David, look this way". In this case, rather than taking time to explain to a student what they are doing wrong, they quickly correct their behaviour and move on with the lesson.

Example:

Scenario: A student keeps writing after the teacher has asked everyone to stop and listen to the instructions.

The teacher notices that a student is still writing after they have been told to stop. The teacher could use an anonymous individual correction. They could pause what their instructions and say, "I need everyone to stop writing and look this way". The student will realise that the instruction is pointed at them and they will pay attention.

peas

Jigsaw Reading Grid

Strategy name	What does the strategy look like?	What is the specific benefit of using this strategy?	How would you adapt it to one of your lessons?
1			
2.			
3.			
4.			

Scenarios for Micro Teaching Lab:

At the start of the teaching lab, teachers will decide who in the group will role play each of the scenarios below. The rest of the teachers will act as the class:

Scenario A: A student has completed a task and put a lot of effort into their research. They have just presented their actions. Use the strategy praise actions not traits to reinforce academic performance.

Scenario B: At the start of the lesson David walks in on time and begins the starter. During a lesson the lesson, Janice has completed all stretch questions well in her book and has provided help to another pupil. Give acknowledgement and precise praise where required.

Scenario C: During the lesson Margaret has shown great effort in understanding how to use pronouns and nouns. They have overcome the misconceptions they had in the started and produced an excellent plenary. Use a non-verbal praise routine to congratulate the student.

Scenario D: During an independent task a pupil continues to talk. Use 100% compliance to correct the situation.

Section 3: Tools

CONTENTS

Annex 1: Lesson Observation Feedback Tool for observers

Teacher Name:		School:		Date:
Observer Name:	Subject:	Topic:		Class:

Previous action step:

PRAISE **What went well?** *Did they meet their previous action step? What else was successful? What impact did this have?*	Most recent Top 10
PROBE **Reflection** *Was there a part of the lesson that could have been improved? Why?*	Most recent Top 10
ACTION STEP *How could they have improved this part of the lesson?*	Most recent Top 10: One action step
PRACTICE **What does this action step look like?** *What are the steps they will need to take to achieve their action step?*	Most recent Top 10
PLAN AHEAD *How should this action step be implemented? When could they use it next? When should you be able to see this action step securely in place?*	Most recent Top 10

Feedback received by: _____   Date: _____

Annex 2: Lesson Observation Feedback Tool for teachers

Observer Name:	Subject:	Topic:	Class:

Previous action step:

	Most recent Top 10
What Went Well (WWW) *Did you meet your previous action step? What else was successful? What impact did this have?*	
ACTION STEP *What specific part of the lesson will you focus on improving?*	Action Step from most recent Top 10
PLAN AHEAD *How will you implement the action step? When could you trial it next? When will your next observation take place?*	Most recent Top 10

Feedback received by: _____   Date: _____

peas

PEAS Learning Walk Tool

PEAS Learning Walk Tool should be used by the Instruction Leadership Team when conducting learning walks. Learning walks provide a snapshot of classroom practice across a school and give school leaders a sense of how the school is currently performing and areas for improvement. Unlike lesson observations, the goal of learning walks is not to provide information about individual teachers practice, as there is only limited time in each classroom.

How do the PEAS Top 10 and the Great Teacher Rubric work together to help us assess classroom practice?

- PEAS Top 10 Teaching Practices outline the most effective teaching practices that all PEAS teachers should adopt, as evidence shows have the greatest impact on student learning. These are drawn from observations of PEAS best teachers, as well as international evidence on what works. It is also drawn from the Great Teacher Rubric. The Great Teacher Rubric (GTR) outlines all teaching practices, as well as attitudes and expectations of teachers outside the classroom. Many skills in the Great Teacher Rubric are not practices that can be observed through lesson observation or learning walks.

- The learning walks should assess what the observer can see happening across classrooms. To support ILT to do this, the updated Learning Walk and Lesson Observation Tool is adapted from the PEAS Great Teacher Rubric to contain only observable teaching practices**. The PEAS Top 10 teaching practices have also been mapped into the Great Teacher Rubric (the colored rows in the rubric).

Instructions:

- **Choosing who to observe:** Towards the end of each term randomly observe 50% of teachers in the school. You should aim to observe a sample range of different teacher-age brackets, genders, school years and subjects. You should also aim to observe teachers who weren't included in the last learning walk.

- **Length of observation in each classroom:** Spend 15 minutes in each class silently observing what is happening. **Make notes in Section 2 of this document, below.**

- Observations should be based on the observable teaching practices outlined in the **appendix,** with a particular focus on the Top 10 teaching practices (coloured rows and descriptors in rubric).

- **Scoring:** After finishing all the classroom observations, look back at your notes and give an overall score of 1-3 (1-low, 2-medium and 3-high) for each of groups. The groups are P&P = Planning and Preparation, A&F = Assessment and Feedback, CD = Classroom Delivery and CL = Classroom Climate. Next, calculate the overall score for each group, and calculate an average for the school by adding up the totals for the groups.

- **Feedback:** Finally, provide headline feedback to the school based on your observation. Include 'What Went Well' (WWW) and an Action Step. This should be shared with the school leaders and at the next staff meeting to reflect on what was observed. Remember, this is not about individual teachers' performance although you could reference particular examples of outstanding practice publicly. If you observed any poor practices, you should speak to the teacher individually about how they might improve and aim to drop in again to check if they need more support to progress in this area.

Section 1: School Information		
School:	Date:	Observer Name:

Section 2: Classroom Observation Scores and Notes – based on the learning walk descriptors		Top 10 Groups			
Subject/Class	Notes	P&P	A&F	CD	CL

peas

Total						
	AVERAGE OF TOTALS					

HEADLINE FEEDBACK TO SCHOOL:

Annex 4: Learning Walk and Lesson Observation Matrix

	TEACHING PRACTICE	LOW (limited/no evidence of practice)	MEDIUM (moderate evidence of practice)	HIGH (significant evidence of practice)
1. Planning & Preparation	PEAS TOP 10: 1. Lessons are planned around a **consistent structure** (Starter, LOs, "I do, We do, You do", Plenary)			
	1.1 The lesson has been planned around clear, achievable lesson objectives and outcomes which are communicated and reflected on throughout the lesson	The teacher **does not state the lesson objective**(s), nor can one be inferred from the lesson activities. *For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state a lesson objective, and it is difficult to infer a lesson objective from the activities as the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture.*	The teacher **either explicitly states a broad lesson objective OR the objective is not explicitly stated**, but can be inferred from the lesson activities. *For example: The teacher says, "Today we're going to learn about multiplication," without further specification. Alternatively, the lesson activities may clearly work toward how to divide whole numbers, but this is not explicitly articulated by the teacher.*	The teacher **explicitly states a specific lesson objective** (i.e. a learning goal) and the lesson activities align to the stated objective. *For example: Near the beginning of class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is clearly related to the objective of multiplying fractions.*
	1.2 The main activity has been planned around I do / We do / You do gradual release model.	The teacher **does not plan the lesson around a three-stage model** of I do / we do / you do. *For example, the lesson may be only planned or delivered around one stage of the model or no stages are planned or delivered.*	The teacher **builds the lesson around the three-stage model** but does not plan sufficiently or plan for one or all three of the phases. *For example, teacher modelling (I do), guided practice (we do) and independent practice (you do) so learners are not able to apply the learning outcomes independently in the final stage.*	The teacher effective plans the three-stage model which guides learners through the three phases of teacher modelling, guided practice and independent practice. *For example, the teacher starts the lesson by thinking aloud and modelling to students the new learning (I do). In the second phase the teacher provides effective scaffolding to allow learners to practice the new learning with sufficient guidance and support to move onto independent practice (we do). The independent practice phase is planned to __all__ learners can practice the new skill (You do). The initial two phases have been sufficiently delivered to enable learners to achieve mastery in the final stage.*

	1.3 The lesson ends with a clear and meaningful Plenary *(Score NA if the beginning of the lesson is not observed)*	There is **no plenary activity** at the end of the lesson.	The lesson ends with a **superficial plenary activity**. *For example: The teacher revisits the lesson objectives and asks pupils if they have achieved them, and pupils reply in synchrony.*	The lesson ends with a **meaningful and relevant plenary activity**. *For example: The lesson ends with the teacher conducting a short quiz or providing Exit Tickets to assess pupil's understanding from the lesson.*
	PEAS TOP 10: 2. Lessons **begin with a written Starter** that reviews previous learning			
	1.4 The lesson begins with a clear and meaningful Starter activity *(Score NA if the beginning of the lesson is not observed)*	There is **no starter activity** at the beginning of the lesson.	The lesson begins with a **superficial starter activity.** *For example: The lesson may begin with a Starter activity in which students consider a question that is unrelated to the topic of the lesson or previous learning.*	The lesson begins with a **meaningful and relevant start activity.** *For example: The lesson begins with a starter that recaps learning from the previous lesson and/or invites students to think about the topic of today's lesson.*
	PEAS TOP 10: 3. Lessons provide regular and extended **opportunities for independent practice** ("You do")			
	1.5 Teacher plans lessons with regular and extended opportunities for independent practice "You do")	Lesson plans never or rarely show opportunities for student independent practice.	Lesson plans usually show at least one opportunity for independent learning, but this is not consistent or could be brief.	Lesson plans show at least one significant or multiple opportunities for students to work independently. A significant portion of time is clearly allocated for this, and challenging questions are noted to stretch high performing students.
2. Assessment & Feedback	PEAS TOP 10: 4. The teacher asks questions and **involves all students** answering			
	2.1 The teacher asks questions and involves all students answering	The teacher **does not ask questions that involve all learners in answering**. *For example, the teacher asks only open questions to the whole class and/or does not check on individual learning and progress. Questions might be superficial such as do you understand? Are you with me?*	The teacher **asks questions but only involves some learners**. *For example, the teacher may ask the same students questions in the lesson because they are the strongest or most confident to answer while ignoring others. Some students answer but not all*	The teacher uses a range of strategies to ensure all students are involved in answering questions throughout the lesson. *For example, the teacher uses strategies such as cold calling, think pairs share, probing and whole class response. The teacher nominates equally across the class and does not show favouritism to learners, and ensures an equal number of genders and abilities answer questions. Questions promote a real purpose for learners to answer.*

PEAS TOP 10: 5. Before moving on, **check for understanding** of all learners			
2.2 The teachers uses a range of questioning techniques, or other strategies, to determine students' level of understanding	The teacher either **does not ask questions/prompt students at all OR when s/he does, the class responds in synchrony**, which is accepted without further clarifying for understanding. *For example: When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have." Another example is that the teacher inquires, "This is correct, right?" after completing a problem set. The class or an individual student replies, "Yes, this is correct."*	The teacher **uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding.** *For example: The teacher asks, "What is 7+8?" Only a few students respond by raising their hand, a group from which the teacher calls upon 1 or 2 students to provide an answer. Alternatively, the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers.*	The teacher **uses questions, prompts, or other strategies that are effective at determining most students' level of understanding.** *For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this statement: Equilateral triangles have equal angles." The teacher also asks students to demonstrate their knowledge by having all students share their answers, e.g., by asking each student to read out the sentence s/he wrote using past tense verbs.*
2.3 The teacher provides specific comments or prompts that help clarify students' misunderstandings	**The teacher either does not provide students with comments/prompts about their *misunderstandings* OR the comments provided are simple, evaluative statements** (e.g., "That is incorrect"). *For example: When a student answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer," and moves on.*	The teacher **provides students with general or superficial comments/ prompts about their *misunderstandings.*** *For example: In a math class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts.*	The teacher **provides students with specific comments/prompts that contain substantive information that helps clarify students' *misunderstandings*.** *For example, the teacher says, "Do you remember what happens when we multiply a positive and a negative number? Let's look at your notes. Now, let's look at your answer. What do you need to change to find the correct answer?"*
PEAS TOP 10: 6. **Adapt teaching** to level of students			
2.4 The teachers adjusts teaching to the level of the students	The teacher **does not adjust teaching** for students. *For example: Not all activities catered for all abilities.*	The teacher **slightly adjusts teaching**, but this adjustment is brief and superficial. *For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly reminds the class to dot their 'i's.*	The **teacher substantially adjusts teaching for students**. When students have misconceptions, the teacher may initiate back and forth exchanges to help them understand all points of misunderstanding, which provides students with more opportunities to learn. The teacher may also provide more challenging tasks for those who already have an advanced understanding.

peas

				For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly stops the activity and reviews the differences between capital and lower case 'i's before continuing with the alphabet
3.Classroom Delivery	*3.1 The teacher ensures that the lesson is well paced, with appropriate time allocated to each component*	The teacher **does not provide students with enough time, or spends too long on activities**. *For example: The teacher moves students on to the next task before they have had time to engage with the task at hand.*	The teacher **provides a sufficient amount of time on activities**, with limited student disengagement. *For example: The teacher provides an activity and gives all students enough time to complete it, however a number of students that finish quickly are left without anything further to do and become disengaged.*	The teacher **ensures good pace by allowing appropriate time on all tasks.** *For example: The teacher provides an activity and gives all students enough time to complete it. The teacher also provides additional tasks to students that are quick to finish.*
	3.2 The teacher's explanation of content is clear	The teacher's **explanations of the content are confusing OR content is simply not explained.** *For example: The teacher uses too many technical terms without explaining what s/he means and/or may explain ideas without a logical order or connection. Moreover, the teacher may say, "A fraction is a combination of a numerator and denominator," without saying what either of those words mean. Alternatively, the teacher may not provide any explanation of content.*	The teacher's **explanations of the content, when they occur, are somewhat clear**. Although parts of these explanations may be clear, others are confusing or superficial. *For example: While reading a story, the teacher identifies difficult words and defines them, but does not relate them to what is happening in the story.*	The teacher's **explanations of the content are clear and easy to understand.** The teacher's explanations are logical, and may be accompanied by graphic representations or examples. *For example: In a lesson on fractions, the teacher provides a clear and thorough definition of a fraction, including defining "numerator" and "denominator." S/he has drawn several fractions on the board as examples.*
	3.3 The teacher models concepts and processes by enacting or thinking aloud	The teacher **does not model**.	The teacher **partially models** the learning activity. *For example: In an English class where the objective of the activity is to write a paragraph, the teacher only demonstrates how to write a*	The teacher **completely models** the learning activity by enacting all parts of the procedure OR by enacting the procedure AND thinking aloud. *For example: The teacher demonstrates different ways to solve a math problem (enactment of a procedure) and while doing so, s/he says what*

		topic sentence. In a math class, the teacher shows (enacts) how to draw a bar graph, but does not clarify how s/he extracted the data from the text to create the bar graph.	*s/he is thinking at each step of the equation (think aloud). Or if students are calculating the area of their desk, the teacher demonstrates each step in the process (full enactment of a procedure).*
PEAS TOP 10: 7. New teaching is taught in **small steps** and students are provided with **relevant teaching aids**			
3.4 New teaching is taught in small steps and students are provided with relevant teaching aids	The teacher **does not break new teaching into steps**. For example, the teacher does not break down concepts into smaller steps and therefore learners do not understand the concepts.	The **teacher breaks down teaching into small steps but it is not supported with the use of teaching aids**. For example, the teacher breaks down new learning into smaller steps but is reliant largely on verbal explanation with poor visual modelling or board work.	**The teacher breaks down teaching into small steps and uses effective teaching aids to support learning.** For example, the teacher breaks the learning into small steps and uses a different teaching aids such as writing frames, questions prompts, worked examples and exemplars to support learning in a step-by-step sequence.
3.5 The teacher's instructions for activities are clear, and all students know what is expected of them *(It is recommended for observers to interact with students to check if they have understood the instructions given when scoring)*	The teacher's **instructions for activities are confusing or instructions are not given.** *For example: The teacher asks students to work on a specific page of the textbook without being clear about what they should do, and what the output of the activity is.*	The teacher's **instructions for activities, when they occur, are somewhat clear.** *For example: The teacher hands out a worksheet and asks students to complete it, without being clear about what they actually need to do. Many pupils are not sure what is expected of them.*	The teacher's **instructions for activities are clear and easy to understand.** The teacher may also take steps to check that students have understood the instructions. *For example: The teacher asks students to produce two written answers to a question on the board, specifying that each answer must include 2-3 supporting points. The teacher picks two random students to repeat the activity instructions to check they have understood.*
3.6 Teacher uses an appropriate tone and register to engage learners.	Teacher does not vary tone, volume, or pitch of their voice to keep students engaged.	Teacher frequently varies the volume, tone, and pitch of their voice to ensure students are paying attention and are engaged in the lesson topic. The teachers tone sounds positive, when students need to be corrected this is done calmly without raising the voice.	Teacher excels in using their voice to ensure students interest and engagement by consistently varying the volume, tone, and pitch of their voice at appropriate moments to either excite the class or calm them. Teachers voice sounds positive, when correction is needed this is done calmy and quietly a one-to-one basis

3.7 The teacher provides thinking tasks that require students to actively analyse content, as opposed to simply receiving information or building fluency (i.e., rote learning)	The teacher **does not provide thinking tasks**. Classrooms with no thinking tasks include those where students simply listen to the teacher or perform rote tasks. *For example, refer to the thinking task table on the next page.*	The teacher **provides superficial thinking tasks**. Superficial thinking tasks are tasks such as matching sets of items, identifying concepts or key pieces of information, and comparing and contrasting characteristics. They also include applying learned information or techniques to tasks similar to those the teacher has already demonstrated. *For example, refer to the thinking task table in the FAQs sheet.*	The teacher **provides substantial thinking tasks**. Substantial thinking tasks are tasks such as making predictions, identifying patterns, explaining thinking, making connections, and interpreting information. They also include applying learned information or techniques to new tasks the teacher has not demonstrated. *For example, refer to the thinking task table in the FAQs sheet.*
3.8 The teacher makes connections in the lesson that relate to other content knowledge or relates learning to students' daily lives	The teacher **does not connect what is being taught to other content knowledge or students' daily lives**. The teacher may use examples that may be related to other content or students' lives, but the teacher does not attempt to connect it to the learning activity. *For example: During a lesson on fractions, the teacher uses a picture of a cake and divides it into fourths but does not make a connection to students' experience with slicing cake. Alternatively, the teacher says, "Remember, yesterday we learned about whole numbers? Today, we are going to learn how to add fractions."*	The teacher **may attempt to connect the lesson to other content knowledge or students' daily lives**, but the connections are superficial, confusing, or unclear. *For example: When introducing a lesson on fractions, the teacher says, "When we cut a cake, we use fractions" and go on to explain fractions. The connection to students' lives is superficial and nonspecific. Alternatively, the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for adding whole numbers.*	The teacher **meaningfully connects the lesson to other content knowledge or students' daily lives**. *For example: When teaching a class on fractions, the teacher relates the content to students' experiences by asking, "Who has had to slice a birthday cake? How did you make sure there were enough slices for everyone? Learning about fractions can help us divide a cake between people." The teacher also connects the lesson to a prior lesson on halves by saying, "Remember yesterday when we learned about halves? We learned that when we cut a cake in half, we can share it equally between 2 people. Today we will learn how to divide the cake into fourths, so 4 people can share the cake. When we were forming halves, we made sure we had 2 halves of identical size. The same thing is true when we are forming fourths: we have to make sure to keep slices of the same size." The connection between the current lesson and other content knowledge and/or students' daily lives is clear.*
	PEAS TOP 10: 8. Integrate **effective pair/group** (where appropriate) work to **drive collaboration**		

	3.9 The teachers uses **effective** collaborative learning strategies to engage students in effectively supporting and learning from one another	**Student collaboration is superficial, non-impactful and does not support learning for all students**. For example: The teachers asks students to complete a task (that does not require collaboration) in groups and/or most students in each group are disengaged and not participating.	The opportunity for student collaboration **is structured and supports the learning of most students, but some students are disengaged.** For example: The teacher groups students by ability to complete different tasks, but a significant number of students are not engaged and copying the work of others in the group.	The opportunity for student collaboration is **well-structured and supports the learning of all students AND all students are engaged.** For example: The teacher groups students that got different questions on a test correct, and the students tutor the others in the questions they got correct. All students in the group are engaged and learning.
	3.10 The teacher monitors most students during independent/group work	The teacher **does not monitor students** when they are working independently or in groups. For example: The teacher sits at his/ her desk or remains standing in front of the class when students are working.	The teacher **monitors some students** when they are working independently or in groups to check their understanding. For example: The teacher observes some student work for accuracy, clarifies concepts, or asks questions.	The **teacher systematically monitors most students** by circulating the classroom and approaching individual students or groups to check their understanding. For example: When students are working, the teacher walks around the classroom, making sure to approach students or groups in a systematic way. The teacher observes most students' work, clarifies concepts, and asks questions.
	3.11 The teacher does not exhibit gender bias and challenges gender stereotypes in the classroom	The teacher **exhibits gender bias or reinforces gender stereotypes** in the classroom. The teacher could show this by providing students with unequal opportunities to participate in classroom activities, or by expressing unequal expectations for students' behaviours or capabilities. For example: A teacher seats girls exclusively at the back of the classroom or only calls on boys to answer difficult questions. Alternatively, the teacher calls equally on students of all genders to	The teacher **does not exhibit gender bias, but does not challenge gender stereotypes either**. The teacher provides children of all genders with equal opportunities to participate in the classroom and has similar expectations for all students. For example: The teacher assigns cleaning tasks to children of all genders, and calls equally on all genders to answer difficult questions.	The teacher **does not exhibit gender bias AND challenges gender stereotypes** in the classroom. For example: The teacher assigns cleaning tasks to children of all genders, and calls equally on all genders to answer difficult questions. In addition, the teacher uses examples and explanations that portray female rather than male scientists, doctors, and astronauts.

		answer difficult questions, but only assigns girls to classroom cleaning tasks.		
4. Climate for Learning	*4.1 Teacher uses the space in the room to increase interaction with all students.*	The teacher sometimes circulates the classroom throughout the activities, to increase accountability of all pupils, but mainly teaches from the front of the classroom	The teacher often circulates the classroom throughout the activities, to increase accountability of all pupils, and has some 1-to-1 interactions	The teacher consistently circulates the classroom throughout the activities, to increase accountability of all pupils, and has targeted 1-to-1 interactions based on assessment and feedback data.

PEAS TOP 10: 9. **Recognise all students efforts** and mistakes are part of the learning process

	4.2 The teacher promotes a "growth mindset" by having a positive attitude towards students' mistakes and misconceptions	The teacher has a **negative attitude toward students' challenges**. *For example: The teacher explicitly scolds students for making mistakes or becomes impatient with a student for taking time to understand a new concept.*	The teacher has a **neutral attitude toward students' challenges**. Although the teacher does not penalize a student for making mistakes or struggling with a new concept, the teacher does not make it clear that failure and frustration are normal parts of the learning process either. *For example: When a student is struggling to solve a maths problem on the board, the teacher simply gives the student the answer in a neutral manner (i.e., not in an angry or impatient manner).*	The teacher has a **positive attitude toward students' challenges**, and helps students understand that failure and frustration are normal parts of the learning process. *For example: When a student is struggling with a problem set, the teacher says, "Remember, it's okay to feel frustrated when we're trying to do something new! Let's think about how we can go about this." The teacher also encourages students to think through different resources they could turn to for help (e.g., asking a friend for advice, looking for answers in the textbook).*

PEAS TOP 10: 10. **The classroom culture is positive and respectful**, and teachers routinely praise students

	4.3 The teacher treats all students respectfully and uses positive language with students, in line with PEAS' behaviour policy	The teacher **does not treat all students respectfully or use positive language in their communication with students**. *For example: The teacher may yell at some students, scold them, shame/ridicule them, or use physical punishment to discipline them.*	The teacher **treats all students somewhat respectfully and uses some positive language**. *For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or ridicule students), but the teacher does not*	The teacher **treats all students respectfully and consistently uses positive language**. *For example: The teacher uses students' names, says "please" and "thank you," or shows some other culturally relevant sign of respect.*

		show outward signs of respect toward students either (e.g., call students by their names, say "please" or "thank you," or other culturally relevant signs of respect). For example: The teacher may say "well done" or "good", although this happens infrequently.	*For example: The teacher consistently uses encouraging phrases such as "Great job!" when students show their work to him/her, or "You can do this!", or "You are such a talented group of children."*
	4.4 The teacher uses praise to encourage participation and reinforce student learning	The teacher **does not acknowledge student behaviour** that meets or exceeds expectations.	The **teacher acknowledges some students' behaviour, but is not specific about their expected behaviour**. *For example: If a group is following behavioral expectations, the teacher says, "This group is working well together" or "This group is doing a good job," without clarifying why or how.*	The **teacher acknowledges students' positive behaviour that meets or exceeds expectations**. *For example: A teacher says to the class, "I just noticed that members of Group A are taking turns to speak and are proactively working on the next assignment."*
	*4.5 The teacher recognizes and appreciates all **students' efforts** regardless of outcomes*	The teacher **does not acknowledge student efforts**. Although the teacher may praise students for "being smart" or "intelligent," the teacher does not focus on students' efforts or work. *For example: The teacher says, "Very good! You're the smartest student in the class" or "Well done! You're so smart!"*	In this classroom, the teacher **sometimes acknowledges student efforts**, but most praise is focused on outcomes or student intelligence. *For example: When a student does well on a test, the teacher says, "I know you put so much hard work*	In this classroom, the teacher **frequently acknowledges students' efforts** toward mastering new skills or concepts, and identifies these efforts explicitly. *For example: When students solve a difficult problem they had been struggling with, the teacher praises and highlights the efforts they made to solve the problem. The teacher says,*

rather than focusing only on results, intelligence, or natural abilities		into this!," but most times, the teacher praises students by saying they are "smart" or "intelligent."	"You have progressed so much on our multiplication problem sets! I'm glad you asked me for help. If you keep practicing and using the strategies we learned in class, you'll master them all very soon!"
4.6 Students are actively engaged in an appropriate task/learning at all times within the lesson	**More than 10% of students are off task** For example: Students may be staring out of the window, resting their head on the desk, looking down at the floor or at the observer, passing notes, whispering, talking about something other than the task, moving around the room without permission	**0-10% of students are off task**	**All students are on task** (one student may be off task)
4.7 The teacher uses clear and consistent routines and expectations for effective classroom management that are understood by students.	Student behaviour in the teacher's classroom is not conducive to learning, and the teacher has not established or does not communicate clear and consistent expectations and routines regarding student behaviour	Teacher has established a 'way of working' with students and refers to this during the lesson to remind students of the agreed expectations, but this is not consistent. Routines are established for regular processes (e.g. (distributing/collecting resources, getting into groups, coming back together, etc.) but these are not consistently enforced.	Teacher has established a 'way of working' with students and consistently refers to this during the lesson to remind students of the agreed expectations. Routines are established and consistently enforced for regular processes. Teacher allocates specific roles and responsibilities to students to enhance classroom management and maximize learning outcomes.

peas

Annex 5: Leveraged Feedback Tool

PEAS LEVERAGED FEEDBACK GUIDANCE

What does 'leveraged feedback' mean?

Integral to achieving meaningful, sustainable outputs are regular observations, appropriate action steps, effective feedback and accountability. The PEAS uses a leveraged observation feedback model designed to put student learning outcomes at the centre of our CPD programmes. It has been developed from Paul Bambrick-Santoyo's theories.

> **Key idea:**
> Using an appropriate 'lever' will lead to the best outcome for student learning. A 'lever' should be something that has a small input but will lead to a large output. It involves providing targets, specific feedback and developing achievable action steps that are most important in leading to improved student outcomes.

The model focusses on discussion with the teacher rather than providing directives. It enables the teacher to focus on one area for improvement and to master it before moving on to other areas. Ideas should come from the teacher as much as possible; the role of the observer is to prompt and guide. This gives the teacher ownership of their professional development and encourages a habit of self-reflection. Positive language should be used throughout the discussion, and student learning outcomes should be at the foundation of every stage.

For example, in one lesson there are often multiple things to improve. However, leveraged feedback asks us to think about one specific practice that can be improved to make a positive impact on students' learning. Examples can be found in PEAS Top 10 Teaching Practices, and include helping the teacher master how to set meaningful starters that support students to recap learning, or focussing on how the teacher uses language to create a positive and respectful classroom culture.

How to put this into practice?

The PEAS leveraged observation feedback model is comprised of five stages: praise; probe; action step; practice; plan ahead. These stages are all interlinked and use evidence gained during observation. The table in Annex 1 goes into more detail on the purpose of each step. **The table in Annex 2 provides a detailed guide for how to put this into practice.**

peas

Annex 6: PEAS Leverage Observation and Feedback Model Overview

PEAS Leverage Observation and Feedback Model Overview	
Step	**Description and purpose**
Step 1: **Praise**	**Description:** The observer focuses on a single, specific episode that was successful (ideally related to a previous feedback session's action step) **Purpose**: To start positively and recognize where the teacher is making good progress, before discussing things to improve.
Step 2: **Probe**	**Description:** This is a discussion to identifying the focus and rationale for the next action step. The observer begins by asking about the purpose of that phase of the lesson; with the teacher, she identifies how the teacher's and students' actions met that aim and what the problem was. **Purpose**: To encourage the teacher to reflect on a specific area of the lesson and find out how they think it could be improved, with the observers' guidance and ideas. The observer should draw out ideas with careful questioning. *NB: probing questions need to be carefully articulated to ensure they support the teacher to get to the action step on their own. Where possible ILT or peer reviewers construct these in advance with other observers of the lesson.*
Step 3: **Action Step**	**Description:** This discussion is to identify and agree what the teacher will change. This should be the most powerful 'lever' (clear instructions, for example, make many other things possible, such as checking students have understood and are following them). The action step must be <u>clear</u>, <u>measurable</u> and <u>bite sized</u>. The action step should be directly related to improving student outcomes and developed from the PEAS Top Ten or PEAS Great Teacher Rubric. **Purpose**: To find small areas of a teacher's practice for them to focus on that will improve learning. Taking small, manageable steps means teachers are more likely to make changes and stick to them over time. If lots needs to be changed, this can be dealt with in subsequent observations and feedback so that teachers are not overloaded.
Step 4: **Practice**	**Description:** This stage involves demonstrating to the teacher how to implement their action step. This may involve a physical demonstration. For example, if the teacher's action step is about classroom monitoring, the observer could physically walk around an empty classroom with a teacher to demonstrate effective classroom monitoring. If it is something that should be written into a lesson plan, you could support the teacher to include it in a lesson plan for their next lesson. **Purpose**: To provide teachers with a concrete understanding of how they enact this action step and encourage them to do so. It also gives them a quick win which will encourage them to try it in the classroom. Practice is the most important part of teacher training, so this is key to making long term change.
Step 5: **Plan Ahead**	**Description:** Decide with the teacher how they will embed this in the next few lessons and if appropriate when they will next be observed. **Purpose**: To encourage the teacher to trial the action step in follow up lessons. They leave the feedback session with a clear understanding of the problem and how they will apply it in their next lessons.

Annex 7: PEAS Leverage Observation and Feedback Guide for Post-Observation Coaching

PEAS Leverage Observation and Feedback Feedback Guide for Post-Observation Coaching	
Observer should bring:	**Teacher should bring:**
Step 1: **Praise** 1-2 mins	**Praise – narrate the positive** **Description:** The observer encourages the teacher to reflect on their lesson, and then focuses on a single episode that was successful (ideally related to a previous feedback session's action step) **What to say:** *What do you think went well in your lesson?* *Last time we set a goal of _____ and I noticed in my most recent observation how you [met goal] by [state concrete positive actions teachers took]. What made you successful? How did it feel?*
Step 2: **Probe** 1 – 2 mins	**Probe – Start with a targeted question to check for understanding** **Description:** The teacher is asked to reflect on a specific area of the lesson and think about how it could be improved with the observers' guidance. **What to say:** Choose a specific area of focus from the last CPD session. *How did you use _____ to praise a student for their efforts?* *How did you use _____ to involve all students in answering questions?* *How did you use _____ check the understanding of every student in the class?*
Step 3: **Action Step** 3-5 mins	**Action step – focus on a measurable, bite-sized area of change to maximize learning** **Description**: The teacher is supported to identify the problem and action step. Start at level 1, only if the teacher is struggling to identify the problem do you move up to the next level. **What to say:** **Level 1 (Teacher-Driven) – Teacher self-identifies the problem:** *Do you think it (area of focus) was effective?* *What do you think would be the best action step to make it more effective?* **Level 2 (more support) – Ask additional questions:** *What could you do to make _____ more effective? (in relation to the Top 10)* **Level 3 (more guidance from the observer) – Present classroom data:** *Do you remember what happened in class when ____? [Teacher identifies what happened]* *How did that impact student learning?* **Level 4 (Observer-driven; only when the teacher is struggling to identify the problem)—State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]
Step 4: **Practice** 5-8 mins	**Practice – role play/simulate how to improve current or future lessons** **Demonstration**: Demonstrate to the teacher how to implement their action step. E.g. if the teacher's action step is about classroom monitoring, the observer could

	physically walk around an empty classroom with a teacher to demonstrate effective classroom monitoring as an exemplar model. **Deliberate practice**: The teacher practices this action. Then the observer gives feedback on how this strategy could be improved. If time allows, engage in repeated rounds of deliberate practice until the teacher is more secure and confident in delivery. **Co-Planning:** Support the teacher to write this practice in a lesson plan for their next lesson. This can be achieved by co-planning a section or an entire lesson. The teacher should be doing the thinking and the ILT asking precise questions. For example: - *I like your suggestion of a Think, Pair, Share activity in this lesson. What question would you ask? What are pupils going to do in this section of the lesson?* - *What are you going to do at this point in the lesson?* - *Which pupils/group might need more support in accessing this task and how would you provide this support?'*
Step 5: **Plan Ahead** 3-5 mins	**Plan Ahead – Design/revise upcoming lesson plans to implement the action step** **Description:** Decide with the teacher how they will embed this in the next few lessons and if appropriate when they will next be observed. **What to say:** *Where would be a good place to implement this in your upcoming lessons? Let's write out the steps into your [lesson plan, worksheet/activity, instruction etc.]*

Annex 8: Guidance for ILT: Creating bespoke CPD sessions

At PEAS schools, CPD sessions should respond to teachers' areas for development identified through fortnightly learning walks by the Instructional Leadership Teams. By focussing on the areas that teachers in the school need more support, we can be confident that CPD sessions will have the greatest impact on teachers' capacity to deliver student-centred learnings.

For more information on learning walks and identifying teachers' areas for development, see Instructional Leaders Handbook.

Once you have identified a need, you should plan a CPD session to focus on this. For the first session, you may choose to use the relevant Top 10 manual. If following learning walks don't demonstrate significant improvement, you may need to hold additional CPD sessions that focus on this area and provide teachers more opportunity for practice and feedback. For these sessions, you will need to create a bespoke CPD session plan.

This section provides guidance on how to create a bespoke CPD session plan. The ILT should keep every CPD plan on record for future use and for SSOs to review.

What makes an effective CPD session?
- **Model** what great looks like
  - Ensure that the facilitator models best practice they deliver the CPD session by using strategies from across the Top 10 while delivering the training
  - Identify 'master teachers' for each Top 10. These are teachers who you have observed delivering a certain strategy effectively. Ask them to jointly facilitate the session and do a demonstration of how they deliver the skill in the classroom. You could also use video to support this if you are able to record them delivering this skill in the classroom.

- Prioritise **practice and feedback**
  - Giving teachers time to practice new skills in a safe space is the most effective way of helping them deliver it in the classroom – the more it becomes a routine, the more likely they will use it in a busy lesson.
  - Make sure that significant time is given to teachers to plan how they will use a skill and practice this in the CPD session
  - Ensure that this practice is followed by meaningful feedback focussed on what was effective and what could be improved. This could be followed by more practice so teachers immediately put the feedback into action

- Ensure the session is **relevant** to teachers
  - Explain why you are focussing on this Top 10 or strategy (based on what you've seen in learning walks) – remember that learning walks are formative and CPD sessions are focussed on developing great teachers. These sessions are not a punishment for teachers not mastering the skill yet.
  - You could use scenarios that help teachers understand the relevance of the skill or Top 10 to their daily lives (or ask 1-2 teachers to come up with these beforehand)
  - Use evidence based approaches (the Top 10 manuals and strategies are based on international evidence about what drives learning)

- Recognise teachers' **experience and expertise**

- o Remember that teachers have their own expertise and experience – provide space for them to share what's been successful in the classroom, what's been harder to deliver and why, and share solutions

- Clear **objectives**
  - o Set clear, achievable objectives that you want to have achieved by the end of the session

- **Involvement**
  - o Ask for teachers' feedback (verbally or in writing) so you can improve bespoke trainings in future

Suggested main activities for bespoke CPD sessions:

Activity	What is it?	When would this be most effective?	How would it work?
Teaching Lab (**essential** in every CPD session)	Giving teachers time to practice new skills and get feedback in CPD sessions is essential (as seen in Top 10 manuals – teaching lab)	• Practice should be in every CPD session so that teachers can start embedding new skills	Regardless of other activities, provide time for teachers to practice delivering new skills in micro-teaching groups + set up structured time for feedback
Re-train Top 10 strategies	Re-share the key strategies from the Top 10 manual (or others from the additional resources below)	• Teachers haven't fully understood what the key strategies are that they can use to implement the Top 10 and need refreshing/retraining	Take the key strategies from the relevant Top 10 manual (handouts). Think about a new way to share information about these strategies.
Demonstration	1-2 teachers conduct a demonstration of their classroom approach regarding the specific Top 10 in the CPD session. Other teachers observe and feedback.	• If some teachers have mastered the practice, but the majority haven't • Teachers are struggling to understand how the practice works effectively in the classroom	Identify 1-2 teachers who are particularly strong in delivering a key strategy/practice (e.g. questioning – raising hands). Ask them to prepare a short demonstration (10 mins max). Following this, set up time in the CPD session for discussion about what made this example effective.
Collaborative subject-specific lesson planning	Teaching groups spend time in the CPD session to plan an upcoming lesson that integrates the Top 10 teaching practice.	• For practices based on lesson structure (e.g. Top 10 1-3) • If some teachers are finding it hard to adapt or use the strategy in their subject area	Establish groups in the CPD session (ideally subject specific if possible). Provide lesson plan templates and create structured time for teachers to co-plan a lesson. Ensure all teachers are involved in sharing challenges

			and solutions. They should practice delivering parts of this lesson during the CPD session. Ask teachers to agree when they will deliver this and set up observations for this lesson. In the next CPD session, set up some time for teachers to reflect on this lesson and improve the plan.
Workshop key challenges	Make space for teachers to reflect on key challenges, and come up with shared solutions.	• Some teachers in the group are stronger than others in this particular skill, and there's an opportunity to create peer learning • The group of trainees feel comfortable with each other	Large group discussion: Ask teachers in small groups of 2-4 to discuss what they find most challenging about this Top 10, and find solutions together. Then ask for teachers to share key solutions with the wider group. Consider how everyone can take away these solutions to improve classroom practice. Try to ensure that there is a good balance in groups of teachers who are doing well embedding this practice, and teachers who are struggling.
Scenarios	Share key scenarios for teachers to reflect on what went well in this example, and what could be improved	• Teachers need help understanding what the practice looks like in the classroom, and what a 'great' example (but you aren't able to set up a demonstration)	Develop scenarios (you can use the Top 10 manuals as examples) and share with teachers. Ask them to reflect and think about what went well in this example and what could be improved. You could also ask a few teachers to develop their own scenarios to share before the CPD session to get them more engaged.

peas

PEAS Bespoke CPD session planning template

Facilitator:		Date:	

'Master Teachers' to support:

Top 10 focus:

Objectives:

☀ What two strategies will you model?

Timing	Stage (suggested below – feel free to edit)	What the facilitator does	What the trainees do
	Starter		
	Introduction		
	Main activity 1: e.g. re-train Top 10 strategies		
	Main activity 2: e.g. demonstration or co-planning		
	Main activity 3: Teaching lab		
	Debrief		
	Plenary		
	Observation set up		
	Feedback		

Example bespoke CPD session plan

Facilitator:	Linda Chewe		Date:	04/11/22

'Master Teachers' to support:
Ms Zulu

Top 10 focus:
Top 10 #5: Before moving on, check for understanding (of all students)

Key observations from latest learning walk:
The majority of teachers are not checking for understanding. Some of those that do use a strategy to check for understanding (such as asking students to raise hands in answer to a question) aren't always noticing that the majority of students haven't understood, and they need to reteach. Instead, they just move on to the next topic anyway and don't reference this issue, so this activity isn't effectively supporting learning.

Objectives:
• Teachers will be able to explain the key strategies used to check for understanding of all students • Teachers will be able to use 1-2 of these strategies in practice sessions • Teachers will be able to explain what they should do if many students haven't understood a topic

☼ What two strategies will you model? When will you model these?
Think-pair-share after the demonstration 100% throughout

Timing (mins)	Stage	What the facilitator does	What the trainees do
5	*Starter*	Ask teachers to write down what they find most challenging about checking for understanding before moving on. After 2 mins, use 100% to ask for "pens down and eyes on me" ask for feedback from 1-2 participants. Make a note of key points and aim to address these through discussion.	Spend 2 minutes writing, then feeding back.
5	*Objectives + introduction*	Write objectives on board and explain rationale for today's CPD (i.e what you've seen in the classroom + why it's important (refer to Top 10 #5 manual for background)	Listen to facilitator
10	*Re-train Top 10 strategies*	Ask different teachers to read aloud the information from the handouts to teachers.	Different teachers read out loud. Other teachers listen and note.
20	*Demonstration*	Ms Zulu demonstrates how she uses 'raising hands' and what she does if a number of students haven't understood the topic. (7 mins) Set up think pair share – what made this example effective? What did Ms Zulu do well?	Observe Ms Zulu. Think pair share

		Use 100% to ask teachers to stop talking in pairs and wait for "eyes on me"	
55	*Teaching lab*	Set up micro teaching groups (spread out teachers who are stronger in this area with teachers who are struggling to embed this practice) Ensure all teachers have time to practice (see micro teaching labs from Top 10 manuals for more guidance on set up)	Plan, practice and give feedback
15	*Debrief*	Use 100% to wait for all teachers to be settled and ready for debrief. Ask for feedback from groups – what went well? Where is there still a challenge? How can we embed this in classroom practice? How can we support others to?	Feedback
10	*Plenary*	Ask teachers to reflect on what they've observed and practiced – ask them to write down when they will next put this into practice and how Use 100% for "pens down, eyes on me"	Reflect + make notes
2	*Observation set up*	Ensure teachers are clear on when their next observation will take place and by who (refer to observation planner sheet)	Make notes re next observation
3	*Feedback*	Ask for verbal or written feedback on what was helpful, and what could be improved next time	Share feedback

peas

Annex 9: Lesson Observation Rota

Name of Teacher	ILT Observer	Observation Date	✓	Peer Observer	Observation Date	✓	ILT Observer	Observation Date	✓

Annex 10: Lesson Planning Template

Note to the reviewer: Please check that starred boxes (*) have been completed with strategies from the Top 10.

Teachers' name:		Lesson context/rationale:
Date:		Previous lesson:
Subject:		Next lesson:
Duration		
Lesson Title:		Learning Outcomes:
Class:		
Girls enr: Girls' att:	Boys enr: Boys att:	
Key words:		*Assessment Strategies
Resources:		
*Which pupils need support?	*Which strategies will you use to challenge fast-paced learners?	*Which strategies will you use to support slower-paced learners?

Starter Activity		
Timings	Teacher actions	Pupil actions

I do		
Timings	**Teacher actions**	**Pupil actions**

We do		
Timings:	**Teacher Actions**	**Pupil Actions**

You do		
Timings	**Teacher Actions**	**Pupil Actions**

Plenary		
Timings	**Teacher actions**	**Pupil actions**
Homework Task		
Teacher/Learner Evaluation		

peas